

## COURSE SYLLABUS

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# NT512: Basics of Biblical Greek

Course Lecturer: William D. Mounce, PhD

## About This Course

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**This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans' Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans' Council as highly recognized scholars in their particular fields of study.**

## Course Description

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Understanding and applying Scripture requires many tools. However, one tool stands above the rest: the biblical languages. Alongside OT Hebrew, biblical Greek is vital for anyone who desires to dig deep into the biblical text, teach it and apply it to the life of the Church. This course introduces the basic grammar, syntax and vocabulary of biblical Greek, preparing the learner to translate, interpret and apply Scripture. Dr. Mounce treats the language primarily as a tool for ministry and skillfully minimizes memory work by emphasizing how the language works. Students begin working with the biblical text immediately and find numerous illustrations of the benefits of Greek that will motivate them for this study and for a lifetime of insight.<sup>1</sup>

## Course Objectives

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Upon completion of the course, the student should be able to do the following:

- Understand the basic grammar and syntax of biblical Greek.
- Know 320 Greek vocabulary words—almost 80% of the total word count of the NT.
- Translate many verses of the New Testament and Septuagint.
- Use biblical Greek as a tool for ministry to better communicate God's Word.
- Utilize commentaries and biblical resources that require knowledge of the Greek language.
- Appreciate the value of the Greek language for Bible study, interpretation, and application to the daily life of faith.
- Apply Greek language studies to future life and ministry.

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<sup>1</sup> This course is equivalent to a first full year of Greek studies.

## Accessibility

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If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

## Course Lecturer

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*William D. Mounce, PhD*

**Education:**

- Aberdeen University, PhD
- Fuller Theological Seminary, MA
- Bethel College, BA

**Teaching Career:**

- President and Founder, BiblicalTraining.org
- Vice President of Educational Development, BibleGateway.com
- Professor of New Testament and Director of the Greek program, Gordon-Conwell Theological Seminary
- Professor of New Testament, Azusa Pacific University
- Introductory Greek course used at seminaries and universities around the globe

**Other Career Highlights:**

- Considered one of the foremost scholars in grammar, syntax, and vocabulary of biblical Greek
- Translation committee, *New International Version* (NIV) translation of the Bible
- New Testament Chairman of the *English Standard Version* translation of the Bible
- Active service in various churches

**Publications:**

- Numerous Greek language textbooks and tools, including *Greek for the Rest of Us*, *The Pastoral Epistles*, and *The Morphology of Biblical Greek*
- His book *Basics of Biblical Greek Grammar* (2nd ed.) won a 2003 *Reader's Preference Editor's Choice Award* in the Sacred Texts category and has been the most-used introductory Greek grammar text in the English-speaking world.

## Online Professor

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If you are taking this course for credit, CUGN will assign one of its faculty members as the online professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

## Course Texts

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### Required:

Mounce, W. D. *Basics of Biblical Greek: Grammar*. 3rd edition. Grand Rapids: Zondervan, 2009. (BBG)

Mounce, W. D. *Basics of Biblical Greek: Workbook*. 3rd edition. Grand Rapids: Zondervan, 2009.

### Recommended Resources:

Mounce, W. D. *Basics of Biblical Greek: Flashcards*. Grand Rapids: Zondervan, 2004.

- Helps with vocabulary. Some choose to make their own cards to further reinforce the words by writing them.

Bauer, W., F.E. Danker, W.F. Arndt, F.W. Gingrich, eds. *A Greek Lexicon of the New Testament and Other Early Christian Literature*. 3rd edition. Chicago: University of Chicago Press, 2000. (BDAG)

- Mounce provides a brief lexicon in the back of BBG (p. 413ff), but it is recommended that you become familiar with this valuable resource as soon as possible. Use it to look up unknown words as you work through the Lesson Assignments.

For other Greek resources, go to Dr. Mounce's website: [www.Teknia.com](http://www.Teknia.com).

Textbooks can be ordered through our online store at [CUGN.org](http://CUGN.org), through your local bookstore, or through your preferred eReader when available.

## Academic Honesty

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At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

**Quizzes and Exams:** Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

**Plagiarism:** If a student's work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of

plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar's Office at [registrar@cugn.org](mailto:registrar@cugn.org) or toll free at (888) 487-5376 ext. 3.

## Course Methods

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Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

### Media/Materials

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.

- **Audio-based teaching**

The primary teaching session in each lesson is provided in audio format. If available, we also provide the option of reading the lesson from a transcript of the audio lecture (found in the course Audio Lecture section).

- **Readings**

Reading from the required textbook(s) is assigned in this syllabus.

### Mentor Relationship

Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student's growth through interaction with a mature believer.

### Spiritual Formation Project

Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course's Spiritual Formation Project.

## Course Requirements

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1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.
2. **Reading:** Read Mounce's *Basics of Biblical Greek Grammar* in its entirety as assigned in the course lessons. *All readings should be completed prior to listening to the lectures or completing the exercises.* (Lesson One is the only exception.)

Objective: to accumulate course content deductively through active and careful reading.

3. **Lectures and Study Guide:** Listen carefully to the thirty-four lectures (covering all thirty-five chapters of *BBG*), which present the grammar in a structured, deductive fashion. Use the lecture outlines as a guide and the note-taking space for recording your thoughts (found in the Study

Guide). As you listen to the lectures, have both the Study Guide and *BBG* available. When Mounce references a page number, he is referring to *BBG*.

Objective: to accumulate course content deductively through active and careful listening.

**How to use the Study Guide:** The Study Guide includes thirty-four lessons with lesson overviews, outcomes, outlines, and reflection questions.

- Lecture Outlines: The lecture outlines provide a guide for note-taking and present the highlights of each lecture.
  - Reflection Questions: Several lessons include reflection question(s) designed to apply spiritual insights and principles that arise during the course. These questions are not factored into your grade, but since this course should be more than an intellectual exercise, they will help connect the grammar and experience of learning Greek to theology and the life of faith. It is recommended that you answer each question.
  - Appendix: The Appendix provides blank versions of the required “master” charts in *BBG*. Use these charts to help with memorizing the information (part of which will be on the exams).
  - Student Answer Key: Included with the Study Guide are the answers to all **odd** questions in the *BBG Workbook*. This enables you to immediately assess your progress as you work through the lessons. **NOTE: You must obtain permission from your grader before using this key.**
  - Greek Font: This course uses the Greek font “TekniaGreek” available at [www.Teknia.com](http://www.Teknia.com).
  - Scripture Quotations: Unless otherwise noted, scripture quotations are taken from the New American Standard Bible®, Copyright © 1960, 1962, 1963, 1968, 1971, 1972, 1973, 1975, 1977, 1995 by the Lockman Foundation ([www.Lockman.org](http://www.Lockman.org)). Used by permission.
- 4. Lesson Assignments (*BBG Workbook*):** Complete the exercises and reviews in the *BBG Workbook* as assigned in each lesson; submit the ones scheduled at the time of each exam. The *Workbook* builds on the textbook and lectures, leading you to apply what you have learned and presenting new grammar inductively as you work with the language. Treat each exercise and review as a quiz: complete them without looking at *BBG* or your notes. This will help solidify what you know and identify what you missed. If you have trouble, review the material and try again until you have completed the assignment.

Objective: To immediately apply the grammar of the textbook and lectures and to inductively learn additional grammatical concepts and rules.

## 5. Spiritual Formation Project

**RATIONALE:** Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

**A. Personal Reflection and Evaluation:** Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

- i. Follow these steps in your reflection:  
Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?  
Step 2: What portion(s) of the course brought this theme/principle/concept to light?  
Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?  
Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?
- ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)
- iii. Give a copy of this reflection to your mentor (see #2).

**B. Community Reflection and Interaction:** Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- i. Who should you interview? (1-3 are required; 4-6 are recommended)
  1. Someone with whom you have a reasonably close relationship.
  2. Someone who is a mature Christian ministry leader (i.e. a pastor).
  3. Someone who is not your grader or a family member.
  4. Someone who values the spiritual formation process.
  5. Someone who is familiar with and values the subject of the course.
  6. Someone who has experience using the content of the course in ministry.

**NOTE:** Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

- ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
  - What feedback can your mentor give in response to your essay?



- In light of the course content, are the conclusions you made appropriate? Why or why not?
- What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

**NOTE:** Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

**C. Synthesis and Application:** Draw your final conclusions – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- i. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- ii. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
  - What were the mentor’s comments regarding your essay?
  - What advice did he/she give?
  - How did his/her comments expand or correct your application of the course?
  - Include the person’s name, occupation, and the length of the interview.
- iii. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
  - If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
  - Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
  - In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

**NOTE TO STUDENTS:** Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

**6. Examinations:** There are four examinations for the course. Since language-learning builds on previous material, all exams are cumulative and may cover material from any part of the course learned thus far. However, each exam emphasizes the following sections of the course:

1. Examination One: Lessons 1-9
2. Examination Two: Lessons 10-18
3. Examination Three: Lessons 19-28
4. Examination Four: Lessons 29-34

Each exam contains three sections:

- Vocabulary – In the first section, you will provide English equivalents for a list of Greek vocabulary words as assigned in the lessons.
- Grammar and Forms – The second section covers the grammar you learned up to that point, emphasizing Greek rules and forms (i.e. noun/verbal charts and patterns). At times you will need to recall forms and/or rules exactly as *BBG* presents them; at other times you will need to apply them to Greek words and phrases. For example: Be sure you understand how endings work when they are applied to different types of words.
- Translation and Parsing: The third section contains several Greek sentences for you to render in readable English with several analytical questions and words to parse. The sentences are largely taken from Scripture and/or the Lesson Assignments (*BBG: Workbook*), but most of them are edited or combined with other passages so that you cannot simply produce the translations from memory (some sentences are entirely original). If you work diligently through each Lesson Assignment and review often, you will be prepared for this portion of the exams.

Objective: to reinforce and assess knowledge of course content.

## Course Grading

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Your grade for the course will be determined as follows:

Lesson Assignments ( <i>BBG Workbook</i> )	20% of Course Grade
Spiritual Formation Project	15% of Course Grade
Examination One	15% of Course Grade
Examination Two	15% of Course Grade
Examination Three	15% of Course Grade
Examination Four	20% of Course Grade
Total	100%

Grades will be issued within two weeks of the end of the course.

## Course Bibliography

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For additional resources, see the text and footnotes of *BBG Grammar* and *Workbook*.



Student Name: \_\_\_\_\_ Course: \_\_\_\_\_ Interview  
Date/Time: \_\_\_\_\_

## Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the "Spiritual Formation Project." This assignment involves two parts: an essay and an interview:

**The ESSAY:** After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

**The INTERVIEW:** After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student's growth through interaction with a mature believer.

### NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
  1. What feedback can you give the student in response to his/her essay?
  2. Are the student's conclusions from the course appropriate? Why or why not?
  3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – *a valuable process for all who wish to grow in Christ.*

**NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.**