



# Basics of Biblical Greek

---

## Syllabus

William D. Mounce, Ph.D.

*Former Professor of New Testament and Director of Greek Language Program  
Gordon-Conwell Theological Seminary*

INSTITUTE OF  
**THEOLOGICAL**  
STUDIES



This page is intentionally left blank.



# Syllabus

---

## Course Rationale

Understanding and applying Scripture requires many tools. However, one tool stands above the rest: *the biblical languages*. Alongside OT Hebrew, biblical Greek is particularly vital for anyone who desires to dig deep into the biblical text and apply it to the life of the Church. Ministers, students and laity alike have found that competency in biblical Greek not only increases their comprehension of the Bible but also enables them to consult scholarly works that refer to the Greek text. When you add the Greek language to your exegetical tool belt, you will be equipped to make “a clearer, more exact, and more persuasive presentation of God’s saving message” (*BBG*, 3).

## Course Overview

This course introduces the basic grammar, syntax and vocabulary of biblical Greek, preparing the learner to translate, interpret and apply Scripture. Treating the language primarily as a tool for ministry rather than an intellectual exercise, Dr. William D. Mounce skillfully minimizes memory work by emphasizing *how* the language works. Throughout the process he also encourages the learner by consistently illustrating the interpretive benefits of Greek study. Dr. Mounce combines the best of both inductive and deductive methodologies in order to make learning Greek as intuitive yet as organized as possible and ultimately encourages the learner to continue studying and using Greek for a lifetime of insight.<sup>1</sup>

## Course Objectives

*Given active participation, upon completion of this course you will be able to:*

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

---

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

# Syllabus

## Course Lecturer

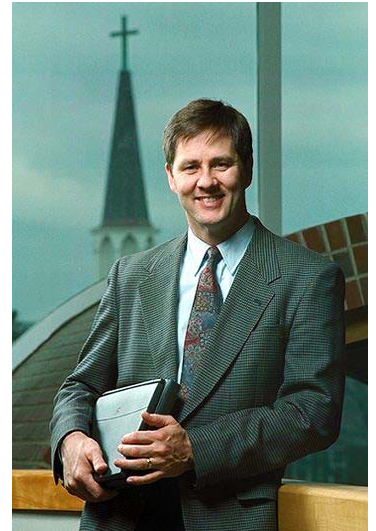
William D. Mounce is the preaching pastor at Shiloh Hills Fellowship in Spokane, Washington, and former professor of New Testament and director of the Greek Language Program at Gordon-Conwell Theological Seminary. He also served as professor of New Testament at Azusa Pacific University in southern California. Mounce specializes in the Greek language and has written a number of excellent Greek language textbooks and tools including *Basics of Biblical Greek*, *A Graded Reader of Biblical Greek*, *Greek For the Rest of Us*, *The Morphology of Biblical Greek*, and others. He also authored *The Pastoral Epistles* (Word Biblical Commentary) and is the New Testament chair of the English Standard Version of the Bible from Crossway Books.

His education credentials:

Bethel College, St. Paul, B.A.

Fuller Theological Seminary, M.A.

University of Aberdeen, Scotland, Ph.D.



## Course Texts

Mounce, W. D. *Basics of Biblical Greek: Grammar*. 2<sup>nd</sup> edition. Grand Rapids: Zondervan, 2003. (BBG)

Mounce, W. D. *Basics of Biblical Greek: Workbook*. 2<sup>nd</sup> edition. Grand Rapids: Zondervan, 2003.

### 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*. 3<sup>rd</sup> 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).



# Syllabus

## Course Learning Activities

### COLLABORATIVE LEARNING

Whether you sit in a traditional classroom or study from a distance, you will benefit from interaction, collaboration, and spiritual formation (ATS schools, note Standards 3.2.1.3; 10.3.3.3; 10.3.4.3). In order to meet this need in distance theological education, ITS is developing structures and resources to encourage spiritual formation and community interaction in our courses. In this course, we have included three collaborative learning features:

1. ITS Online Interactivity Forum (see p. 4) – fosters peer-to-peer interaction in a global, threaded discussion (required for all students)
2. Spiritual Formation Project (see p. 5) – fosters mentor-to-learner interaction in a mentor-guided reflection, discussion and application (required for all students)
3. Learning Community Assignments (see end of syllabus) – fosters peer-to-peer collaboration in a group approach to assignments (optional but recommended where possible *for ITS Online Interactivity Forum and Reflection Questions ONLY*)

Go to [www.ITScourses.org/interactivity/](http://www.ITScourses.org/interactivity/) for the most up-to-date ITS resources.

### Learning Activity #1: *Basics of Biblical Greek* Textbook

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/Two is the only exception.)

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

### Learning Activity #2: Lectures and ITS Learning Guide (ILG)

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. As you listen to the lectures, have both the ILG 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 ILG:** The ILG 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*



# Syllabus

---

*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 ILG 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.

## Learning Activity #3: 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.*

## Learning Activity #4: ITS Online Interactivity Forum

Participate with other students worldwide in an ongoing, asynchronous, threaded discussion on two major course topics. Go to [www.ITScourses.org/interactivity/](http://www.ITScourses.org/interactivity/) to register for and enter the ITS Online Forum. In order to get the fullest benefit from the Forum, complete this assignment **after** you have listened to all the lectures. Return to the forum after finishing the course to see how others respond. Follow these steps to complete the assignment:

- ◆ Post an original answer to each question for your course (75 word min.).
- ◆ Post your response to one previous answer given to each question (75 word min.).
- ◆ Submit a document to your proctor that contains the original questions, your postings, and the postings to which you responded. (You will make a total of four (4) postings.)

**NOTE: Please read the “Assignment Instructions” in the Forum for details.**

*Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.*



# Syllabus

---

## Learning Activity #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**, ITS includes in all courses this 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:

1. **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. Since this is a language course, focus especially on your experience in the course and the insights you learned from using Greek (rather than on any specific item in Greek grammar). *The “Exegetical Insights” in BBG and the Reflection Questions in the ILG will help.*
  - a. 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?
  - b. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: **approximately three pages**)
  - c. Give a copy of this reflection to your mentor (see #2).
2. **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:
  - a. 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.



# Syllabus

---

NOTE: **Identify your mentor early in the course**, and give him/her the page entitled “Guidelines for Mentors” (p. **Error! Bookmark not defined.**)

- b. 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.

3. **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:
- a. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- b. 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.
- c. 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.



# Syllabus

---

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

Revised 10/05

## Learning Activity #6: Examinations

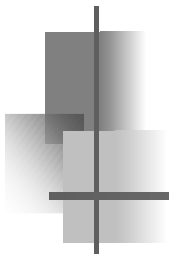
There are **four** examinations for the course. Since language-learning builds on previous material, all exams are cumulative and may cover material from any part of the course learned thus far. However, each exam emphasizes the following sections of the course:

1. Examination One: Lessons 1-9
2. Examination Two: Lessons 10-18
3. Examination Three: Lessons 19-28
4. Examination Four: Lessons 29-35

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.*



# Syllabus

---

## Course Grading

Lesson Assignments ( <i>BBG: Workbook</i> ) .....	20%
ITS Online Interactivity Forum.....	5%
Spiritual Formation Project .....	10%
Examination One.....	15%
Examination Two .....	15%
Examination Three .....	15%
Examination Four.....	20%
	<hr/>
	100%

## Course Bibliography

For additional resources, see the text and footnotes of *BBG Grammar and Workbook*, especially *BBG*, pp. *xviii* and 450ff.

# Syllabus

## Notes Regarding This Downloaded Syllabus

This downloadable syllabus is not exhaustive. It is designed to provide learners with a picture of the course, not a full outline of the course. Grader Guidelines, Appendixes, Bibliographies, Lecture Outlines, and Review Questions have been removed. The complete course syllabus is included with purchase of the course in either a digital or hard-copy format.

Likewise, individuals taking the class for credit are responsible for the syllabus requirements of the specific institution through which the course is offered. Each individual institution has reserved the right to alter or change the syllabus as deemed necessary.