

## TH4013 NEW TESTAMENT GREEK INTRODUCTION 1 (IV)

1.	<b>Module code:</b>	TH4013
2.	<b>Title:</b>	NEW TESTAMENT GREEK INTRODUCTION 1 (IV)
3.	<b>Credit points:</b>	10
4.	<b>FHEQ level:</b>	4
5.	<b>Semester:</b>	<i>Onsite: Semester 2 Distance: Semester 2</i>
6.	<b>Module leader:</b>	Andrea Hartmann
7.	<b>Accredited by:</b>	MDX
8.	<b>Module restrictions:</b>	
	(a) Pre-requisite	None
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	<b>Aims:</b>  To introduce the basics of the Koine Greek language in which the New Testament was written, establish knowledge of selected aspects of grammar and vocabulary, translate selected New Testament texts, and explore selected New Testament passages with reference to the original Greek and various English translations. To complement New Testament study at Level 4, and lay foundations for further study at Level 5.	
10.	<b>Learning outcomes:</b>  <b>Knowledge</b> On successful completion of this module, the student will be able to: <ol style="list-style-type: none"> <li>demonstrate knowledge and understanding of beginning Greek grammar, syntax and vocabulary (A1)</li> <li>understand the critical issues involved in translating basic New Testament Greek portions into good English (A1)</li> </ol> <b>Skills</b> On successful completion of this module, the student will be able to: <ol style="list-style-type: none"> <li>demonstrate beginning knowledge of Greek grammar and vocabulary, translate selected Greek texts, and compare English translations with the original Greek in a critical, empathetic, reflective and theologically astute manner (B1 B6)</li> <li>engage empathetically with different scholarly methods and opinions, identify different possibilities, and apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3, B4, B5)</li> <li>organise, communicate and apply their own learning effectively, use information and computer technology to access and communicate information, and engage creatively in problem solving (B6, B7, B8)</li> </ol>	
11.	<b>Syllabus:</b>  The main topics of study include a selection from the following indicative list: basic vocabulary; basic grammar and syntax; and translation from basic Greek to English. The selection of specific texts for	

	<p>student translation and comparison with selected English translations will be guided educational and according to language acquisition considerations.</p> <p>The module will also include an introduction to some of the print and computer-based resources that assist in accessing the Greek text, e.g., lexica, introductory grammars, grammatical and linguistic analyses, and concordances. The module will include translation practice of portions of the New Testament from the beginning.</p>																				
12.	<p><b>Learning and teaching strategy:</b></p> <p>Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. <b>Onsite education</b> will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). <b>Distance education</b> through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. <b>Both onsite and distance students</b> will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.</p> <p>In general, textbook and workbook (where relevant), along with other materials, provide basic content and in-class sessions will focus on the application of the content to Greek sentences and texts. Thus, emphasis is laid on self-help study techniques. Encouragement is given to use relevant computer and Internet resources.</p>																				
13.	<p><b>Assessment scheme:</b></p> <p><b>1. Formative assessment scheme</b></p> <p>Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module. All students will take regular formative tests.</p> <p>To establish language competency, students will be required to sit a formative assessment (similar in structure to the summative exams) which tests their knowledge of the Greek alphabet, the vocabulary, and the grammar covered in the first 3 units, as well as their beginning translation skills.</p> <p>The formative assessment needs to be passed to be able to carry on with the module. If it is not passed, students will transfer to New Testament Texts (module TH4003).</p>																				
	<p><b>2. Summative assessment scheme</b></p> <table><tr><th colspan="5">Task:</th></tr><tr><th>Weighting</th><th>Specification e.g., word count / duration / no. of pages</th><th>LO mapped to</th><th>Anonymously marked</th><th>Ethics approval required</th></tr><tr><td>30%</td><td>Exam (during delivery)</td><td>All LOs</td><td><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</td><td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td></tr><tr><td>70%</td><td>Exam (on completion of delivery)</td><td>All LOs</td><td><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes</td><td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td></tr></table>	Task:					Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	30%	Exam (during delivery)	All LOs	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	70%	Exam (on completion of delivery)	All LOs	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
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**The marking scale is as follows:**

- 00-34 is considered a fail.
- 35-39 is considered a compensatable pass (where appropriate and after re-assessment).
- 40-49 is considered a third-class pass
- 50-59 is considered a lower second-class pass.
- 60-69 is considered an upper-second-class pass.
- 70+ is considered a first-class pass.

In order to pass the module, the student is required to achieve a mark of 40+ in each module element, except where compensation applies (if appropriate) or if the learning outcomes are met by the achievement of a 40+ mark in another module element.

Therefore, please delete the statement which **does not** apply to this module:

1. ~~In order to pass the module, the student will be required to achieve a mark of 40+ in each module element except where compensation applies (if appropriate).~~
2. In order to pass the module, the student will be required to achieve **an aggregate mark of 40+ across all module elements**, except where compensation applies.

Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.

Seen examination	%
Unseen examination	100%
Coursework (no examination)	%

14.	<b>Timetabled examination required</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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15.	<b>Length of exam</b>	Final: 1.5 hours
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16.	<p><b>Learning materials</b></p> <p><i><b>Essential</b></i></p> <p>*Textbook: Mounce, William D., Basics of Biblical Greek Grammar, Grand Rapids: Zondervan, 2019<sup>4</sup>. (4th edition)</p> <p>*Workbook: Mounce, William D., Basics of Biblical Greek Workbook, Grand Rapids: Zondervan, 2019<sup>4</sup>. (4th edition)</p> <p><i><b>Recommended</b></i></p> <p>DeMoss, Matthew S., Pocket Dictionary for the Study of New Testament Greek, Downers Grove: IVP, 2001.</p> <p>Greenwood, Kyle, Dictionary of English Grammar for Students of Biblical Languages, Grand Rapids: Zondervan Academic, 2020.</p> <p>Mathewson, David L. and Elodie Ballantine Emig, Intermediate Greek Grammar: Syntax for Students of the New Testament, Grand Rapids: Baker Academic, 2016.</p>	
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Merkle, Benjamin L., Exegetical Gems from Biblical Greek, Grand Rapids: Baker Academic, 2019.  
Wallace, Daniel B., The Basics of New Testament Syntax: An intermediate Greek Grammar, Grand Rapids: Zondervan, 2000.

*Used Critical Text:*

Aland, B., et al. (eds.), The Greek New Testament, Stuttgart: Deutsche Bibelgesellschaft, 2014<sup>28</sup>. (28th edition) (<https://www.academic-bible.com/en/online-bibles/novum-testamentum-graece-na-28/read-the-bible-text/>)

*Lexica:*

Bauer, Walter, F. W. Danker, W.F. Arndt, F.W. Gingrich, A Greek-English Lexicon of the New Testament and other Early Christian Literature, Chicago: University of Chicago Press, 2000<sup>3</sup>. (BDAG)

Liddell, Henry George, Robert Scott and Henry Stuart Jones, A Greek-English Lexicon, Oxford: Oxford University Press, 1958<sup>9</sup>. (LSJ)

Montanari, Franco. The Brill Dictionary of Ancient Greek. Leiden: Brill, 2015.

*Websites:*

[www.billmounce.com](http://www.billmounce.com)

<https://dailydoseofgreek.com/new-testament-greek-resources/>

<https://www.youtube.com/c/AlphawithAngela>

\*available as eBook

Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

**17. UNISTATS - assessment**

Please indicate summary of the following assessment types:

COURSEWORK	.....%
EXAM	100%
PRACTICAL	.....%

**18. UNISTATS – learning and teaching**

Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits are 300 hours).

Scheduled <b>Teaching</b> (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).	<i>Onsite:</i> 30 <i>Distance:</i> N/A
The proposed number of scheduled teaching hours:	
<b>Assessment</b>	<i>Onsite:</i> 20 <i>Distance:</i> 20
Proposed number of hours for the assessments.	
<b>Placement Activity</b> (e.g., placement, work-based learning or year abroad).	
Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):	
<b>Independent Study</b> (Time students will be required to complete independent study).	<i>Onsite:</i> 50 <i>Distance:</i> 80
The proposed number of hours a student should complete independent study:	