

TH5122 NEW TESTAMENT GREEK INTRODUCTION 2

1.	Module code:	TH5122
2.	Title:	NEW TESTAMENT GREEK INTRODUCTION 2
3.	Credit points:	10
4.	FHEQ level:	5
5.	Semester:	<i>Onsite: Semester 1 / Semester 2 Distance: Semester 3</i>
6.	Module leader:	Andrea Hartmann
7.	Accredited by:	MDX
8.	Module restrictions:	
	(a) Pre-requisite	Level 4 completed and TH4013 New Testament Greek Introduction 1 (iv) or TH5121 New Testament Greek Introduction 1 (v) completed.
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	Aims:	To build on the knowledge and skills learned in New Testament Greek Introduction 1 to further knowledge and understanding of aspects of Greek grammar and syntax, to enable further facility in translating portions of the Greek New Testament and to lay the foundations for more advanced Greek grammar and syntax in New Testament Greek Texts.
10.	Learning outcomes:	<p>Knowledge On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> demonstrate intermediate level knowledge and understanding of Greek grammar, syntax and vocabulary (A1) demonstrate intermediate level understanding of the issues involved in translating more advanced portions of New Testament Greek into good English (A1) <p>Skills On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> demonstrate intermediate level knowledge of Greek grammar and vocabulary, as well as skills in translating selected Greek texts and in comparing English translations with the original Greek in a critical, empathetic, reflective and theologically astute manner (B1, B3, B6) 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 (B2, B3, B4, B5) 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)
11.	Syllabus:	The module will further students understanding of more complex features of New Testament Greek grammar and syntax and further skills in translating basic Greek to English. The selection of specific texts for student translation and comparison with selected English translations will be guided educational and according to language acquisition considerations.

	<p>The module will further students' skills in using the print and computer-based resources which assist in accessing the Greek text, e.g., lexica, introductory grammars, grammatical and linguistic analyses, and concordances. The module will include analysis and translation of portions of New Testament Greek from different authors and genres.</p>																				
12.	<p>Learning and teaching strategy:</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. Onsite education 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). 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. Distance education 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. Both onsite and distance students 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. Normally, a core textbook will be selected, and module delivery will be attuned to its order and progress.</p>																				
13.	<p>Assessment scheme:</p> <p>1. Formative assessment scheme</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 have to present portions of their translations regularly.</p>																				
	<p>2. Summative assessment scheme</p> <table border="1" data-bbox="180 1188 1325 1644"> <thead> <tr> <th colspan="5" data-bbox="180 1188 1325 1255">Task:</th> </tr> <tr> <th data-bbox="180 1255 342 1352">Weighting</th> <th data-bbox="342 1255 623 1352">Specification e.g., word count / duration / no. of pages</th> <th data-bbox="623 1255 792 1352">LO mapped to</th> <th data-bbox="792 1255 1003 1352">Anonymously marked</th> <th data-bbox="1003 1255 1325 1352">Ethics approval required</th> </tr> </thead> <tbody> <tr> <td data-bbox="180 1352 342 1499">30%</td> <td data-bbox="342 1352 623 1499"><i>Exam during delivery</i></td> <td data-bbox="623 1352 792 1499"><i>All LOs</i></td> <td data-bbox="792 1352 1003 1499"> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes </td> <td data-bbox="1003 1352 1325 1499"> <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 data-bbox="180 1499 342 1644">70%</td> <td data-bbox="342 1499 623 1644"><i>Exam on completion of delivery</i></td> <td data-bbox="623 1499 792 1644"><i>All LOs</i></td> <td data-bbox="792 1499 1003 1644"> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes </td> <td data-bbox="1003 1499 1325 1644"> <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> </tbody> </table> <p>The marking scale is as follows:</p> <ul style="list-style-type: none"> ▪ 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. 	Task:					Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	30%	<i>Exam during delivery</i>	<i>All LOs</i>	<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%	<i>Exam on completion of delivery</i>	<i>All LOs</i>	<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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<ul style="list-style-type: none"> 70+ is considered a first-class pass. <p>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.</p> <p>Therefore, please delete the statement which does not apply to this module:</p> <ol style="list-style-type: none"> 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). 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. <p>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.</p>	
Seen examination	%
Unseen examination	100%
Coursework (no examination)	%
14. Timetabled examination required	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
15. Length of exam	Final: 1.5 hours
16. Learning materials	<p>Essential</p> <p><i>Core textbook:</i> *Mounce, William D., <i>Basics of Biblical Greek Grammar</i>, Grand Rapids: Zondervan, 2019⁴. (4th edition)</p> <p><i>Core workbook:</i> *Mounce, William D., <i>Basics of Biblical Greek Workbook</i>, Grand Rapids: Zondervan, 2019⁴. (4th edition)</p> <p>Recommended</p> <p>DeMoss, Matthew S., <i>Pocket Dictionary for the Study of New Testament Greek</i>, Downers Grove: IVP, 2001.</p> <p>Greenwood, Kyle, <i>Dictionary of English Grammar for Students of Biblical Languages</i>, Grand Rapids: Zondervan Academic, 2020.</p> <p>Burer, Michael H. and Jeffrey E. Miller, <i>A New Reader's Lexicon of the Greek New Testament</i>, Grand Rapids: Kregel, 2008.</p> <p>Mathewson, David L. and Elodie Ballantine Emig, <i>Intermediate Greek Grammar. Syntax for Students of the New Testament</i>. Grand Rapids: Baker Academic, 2016.</p> <p>Merkle, Benjamin L., <i>Exegetical Gems from Biblical Greek</i>, Grand Rapids: Baker Academic, 2019.</p> <p>Wallace, Daniel B., <i>The Basics of New Testament Syntax: An intermediate Greek Grammar</i>, Grand Rapids: Zondervan, 2000.</p>

Zerwick, Max S. J. and Mary Grosvenor, *A Grammatical Analysis of the Greek New Testament*, Rome: Editrice Pontificio Institutio Biblico, 1988.

Used Critical Text:
 Aland, B., et al. (eds.), *The Greek New Testament*, Stuttgart: Deutsche Bibelgesellschaft, 2014²⁸. (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, 2000³. (BDAG)

Liddell, Henry George, Robert Scott and Henry Stuart Jones, *A Greek-English Lexicon*, Oxford: Oxford University Press, 1958⁹. (LSJ)

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

Websites:
www.billmounce.com
<https://dailydoseofgreek.com/new-testament-greek-resources/>
www.netbible.org

*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 Teaching (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:	
	Assessment	<i>Onsite:</i> 20 <i>Distance:</i> 20
	Placement Activity (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):	
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study:	<i>Onsite:</i> 50 <i>Distance:</i> 80