

Course Prospectus

For THL 300 Introduction to Biblical Languages and Resources

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OVERVIEW

Introduction to Biblical Languages and Resources is designed to give students in introductory exposure to Greek and Hebrew – the inspired languages for the new and old testaments of the Bible. Students will be introduced to the Greek and Hebrew alphabets, and some of the major grammatical issues of each language and exposed to grammatical issues as they relate to more deeply understanding the biblical text. This class will also explore different electronic and online biblical language exploration and interpretation tools. The purpose of this class is not to develop strong Greek and Hebrew language skills. It is rather designed to help students develop a comfort-level, and basic understanding of the languages and the skill to explore the nuances of the languages further using electronic tools.

Course description

This course is a basic introduction to Greek, Hebrew, and Aramaic using Hebrew, Aramaic, and Greek resources in *e-Sword* and *TheWord*. Emphasis is on the original languages with more attention to Greek, the alphabets of both languages, the nuances of grammar in relation to understanding the text, and the use of major tools for original language study. Upon completion, students should be able to employ the original language tools found in software programs profitably and responsibly in using the Hebrew Bible and the Greek New Testament to prepare articles, sermons and Bible studies, and demonstrate the proper use of an interlinear text in understanding the meaning of biblical text.

Prerequisites & corequisites

None

Course credit

Three (3) semester hours

INSTRUCTIONAL OBJECTIVES

As a result of participating in THL 300, students will:

1. Comfortably Identify the letters of both the Greek and the Hebrew alphabet.
2. Comfortably recognize some words, cities, and locations in Greek that are already known in English.
3. Identify a selection of common Greek words and sentence structures.
4. Demonstrate a basic understanding of Greek verbs and the type of action intended as dictated by context.
5. Practice using Greek and Hebrew Lexicons.
6. Understanding the different types of concordances and their strengths and weaknesses.
7. Execute words studies in order to understand use and meaning in context.
8. Develop a basic understanding of several Bible software tools including *e-Sword* and *The Word*,
9. Gain exposure to Aramaic, the third major language used in the Bible.

YOUR INSTRUCTOR

The instructor for this course is Emanuel Maidanos.

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Phone: (214) 334-0016



Emanuel Maidanos received his B.A. from Ambassador College in Pasadena, CA., and his M.A. from Pepperdine University in Los Angeles, CA. He was born in New York City, and grew up in Delaware. He has had a lifelong interest in history, geography, the Bible and languages. While attending Ambassador College, he spent the summer in Greece to become more familiar with the language and the culture. He also travelled to Turkey to visit the Seven Churches of Asia as well as visiting the dig in Jerusalem. At

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Pepperdine University his main areas of studies were Judaism of the First Century, Hellenistic Greek and the Exegesis of various books of the New Testament. He has made several trips to Greece, Turkey, Israel, Jordan, Egypt and western Europe. After graduating from Pepperdine University he worked in several industries.

You may email your instructor with any questions or thoughts. When doing so, be sure to include *THL 300* in the subject line of your email. This will allow your instructor to know that the email is a course matter and enable him to tend to your email accordingly. To contact him on course details and issues, please use the email feature in the E-Learning system (Populi).

COURSE PROTOCOLS

Technology access

This course requires web access and the student also has to have an established email account. The following free ware may be useful in this course.

- *Adobe Acrobat Reader* is necessary to view documents that are PDF files. It may be downloaded **for free** at <http://www.adobe.com/products/acrobat/readstep2.html>, which may then be installed and used to access PDF documents on the course website.
- *PowerPoint Viewer* may be necessary to view some documents. It is available **for free** at <http://www.microsoft.com/downloads/details.aspx?familyid=048dc840-14e1-467d-8dca-19d2a8fd7485&displaylang=en> . Installation of PowerPoint Viewer will allow you to view PPT files on the course web site.

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities have a learning environment that provides for reasonable accommodation of their disabilities. Students having a disability requiring an accommodation should inform the instructor by email (on the course “Info” page click on the instructor’s name and then select “Send Email”).

Attendance in this online course

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary for students to derive maximum benefit from a course and to maintain a satisfactory academic record, whether in an online course or in an on-campus course. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time, as we want you to succeed. Remember Ecclesiastes 9:10: “Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go.”

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before “Last day to withdraw from a course” without a grade penalty as set forth in the University Academic Calendar, will receive a grade of “W” for it. After that date, the grade will be a “WF” and counted in a student’s GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student’s class attendance or punctuality endangers the student’s success or places other students at risk.

Withdrawing from or dropping this course

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course. A student who finds it necessary to drop a course after the Late Registration (Drop/Add) Period must notify the Registrar’s Office in writing. Please note the following:

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- If a student drops a course on or before the “Last day to withdraw from a course without a grade penalty” as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a “W” is recorded.
- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of “W” if passing (not computed in GPA) or “WF” if failing (computed in GPA).
- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”
- Students who completely withdraw from the University at any time during the semester may be given a grade of “W” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of “W” for the course.

TEXTBOOKS

REQUIRED TEXTS:

Greek:

The Elements of New Testament Greek (cost about \$35.00)

by Jeremy Duff

3rd edition

Cambridge University Press, 2012

Lexical Aids for Students of New Testament Greek (cost about \$8.00)

by Bruce M. Metzger

3rd edition

Hebrew:

Biblical Hebrew, A compact Guide (cost about \$16.00)

by Miles V. Van Pelt

Zondervan, 2012

ADDITIONAL READINGS:

Additional material will be supplied during the course, some from church literature and some from secular sources.

COURSE REQUIREMENTS

Due dates and extensions

Submit assignments **on** or **before** the date due. Students must complete the course by the last official day of instruction as set forth in the academic calendar.

Icebreaker

To officially begin this course you must complete an Icebreaker assignment by which you introduce yourself to your classmates through posting a short autobiography on the Icebreaker discussion forum. This assignment is due by end of the first week of class. In your forum post, briefly provide the following information:

- a. Your first and last name, where you grew up, and where you are currently living.
- b. Tell us a little about your background. Did you grow up in the church? When did you begin attending God’s Church? How long have you been reading church literature?
- c. Tell us about your education, technical schools or colleges attended, degrees, etc.
- d. List some of your favorite subjects, interests, hobbies and activities.
- e. Please indicate if you are familiar with or have been exposed to any foreign languages. If so, which one(s)?

- f. Tell why you are taking this course and what do you hope to learn from it.

Be sure to comment back to at least two of your classmates. The assignment is worth **20 points**.

Reading assignments

Be sure to read the lesson material corresponding to the class lecture and complete the appropriate quiz prior to the next lesson. Readings will help you be better informed, and help you comprehend and appreciate the material in subsequent lessons.

Viewing assignments

This course includes a series of lectures. Lectures will also use PowerPoint slides. Videos will periodically be available for download with some lectures.

Discussion forums

For each discussion forum you will be asked to post your thoughts and insights on the discussion topic. The instructor will post some questions. You are also encouraged to ask technical questions about the subject matter from areas in the lecture that you have questions on, or are confused about. Remember there are no “dumb” questions. You are also invited to comment on the postings of others. This is your opportunity to participate in interactive dialog and help one another learn. Discussions also assist the instructor in determining course content that needs more attention.

Writing assignments

Writing assignments should follow the MLA style as set forth in *Writing Research Papers: A Complete Guide* (14th edition) by Lester & Lester. Please cite your sources and use quotation marks where needed.

1. Practice Writing Exercises

Practice writing is an exercise to help the students become comfortable with both the Greek and the Hebrew alphabets. Instruction on how to make each letter will be provided. Students are encouraged to practice to become comfortable with each alphabet. These exercises may be repeated if desired. Perfection is not the goal, but practice will help increase your familiarity the alphabet and the language.

2. Writing Assignments

Students will be asked to research several Greek words and their use in the biblical text. This activity will assist students as they learn how to use print and electronic research tools.

Quizzes and examinations

Many lessons will include a quiz or exercise of some kind. Quizzes are “open book” and there is no time limit. The purpose of the quiz is to increase understanding of the lesson material and to guide students into mastery of lesson content. If there is any confusion about the lesson, contact the instructor via email. Quizzes and examinations may include true/false, matching, and multiple-choice questions covering lectures, readings, vocabulary words, geographical terms, place names and discussion topics. One may retake a quiz. There is a maximum of three re-takes for the Greek portion and three re-takes maximum for the Hebrew/Aramaic portion. It may be the same quiz or 3 different quizzes, for a total of 3 maximum. The retries for the Greek portion must be taken one week after the last class in the Greek section, at the latest. The retries for the Hebrew/Aramaic must be before completed before the last day of class.

Course evaluation

Your input on the course is welcome. It may help to improve the course in a variety of ways. You can always make suggestions by email. Our goal is to make this material as easy to comprehend as possible. At the end of the semester, an ALERT on your student dashboard will notify you when the evaluation is available for completion. Because the survey is anonymous, in order to have the ascribed points allocated, post a notice on the Course

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Evaluation assignment webpage noting that you have completed the evaluation. **It is worth 20 points** toward your overall grade.

GRADING

A course grade will be determined based on the number of points a student has earned over the semester as follows:

SUMMARY OF COURSE REQUIREMENTS	POINT VALUE		Letter Grade	Total Points
Icebreaker Assignment	20		A	900 points or above
Discussion Forums (10 at 30 points)	300		B	800-899 points
Practice Writing Exercises (4 at 25 points)	100		C	700-799 points
Writing Assignments (2 at 50 points)	100		D	600-699 points
Quizzes (12 at 30 points)	360		F	Below 599 points
Final Exam	100			
Course Evaluation	20			
Total	1000			

Grades will be straight A, B, C, D, or F. In distance learning we believe that mastery of the material is critical, so a personal goal of 80% of the objectives should be set. This course is based on competency, so it is possible for the entire class to receive an A or B. There will be no bell curve, that is there is no artificial curving of scores in the assignment of grades. Mastery of the material should be your goal.

ACADEMIC IRREGULARITY

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another's ideas and/or words and presenting them as if they were your own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned. In cases of suspected academic irregularity, faculty members are authorized to refuse to grade such papers, in whole or in part, or examinations, and to record each of them as a failure. If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of F;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University.

COURSE OUTLINE

COURSE TOPICS:

Lesson	Title and Topics
1	General Introduction to the Course
2	Introduction to the Greek Alphabet - It is Not as Foreign as You Think
3	Learning More About the Greek Alphabet, Punctuation, Proper Names, Nouns and Adjectives
4	Inflections of Words and Sentence Structure
5	Greek Verbs – How to Understand the Type of Intended Action
6	Concordances, Analytical Lexicons, and Lexicons – Learning How to Use Them
7	Moods and the Imperative Tense
8	Word Studies, Figures of Speech and Context
9	Additional Parts of Speech – Participle, Infinitive and Final Overview of Greek
10	Additional Aids to Understand the OT - Josephus, LXX, and the Dead Sea Scrolls
11	Hebrew – Grasping an Ancient Major Alphabet
12	Hebrew Alphabet Continued
13	Hebrew Nouns and Verbs – Sentence Structure
14	Overview of Aramaic in the Old Testament
15	Wrap Up and Review of Critical Points for Final Test