

GREEK 2 / NT 5125
MINI-SYLLABUS
Fall 2026

SUMMARY

- * Primarily, Greek 2 will cover chapters 21–36 in Mounce’s *Basics of Biblical Greek Grammar* (4th ed.).
- * Although not required, but if a student wants to get ahead before the start of the course, begin memorizing vocabulary words presented in each chapter.

PROFESSOR

- * Dr. Bob Cara (technically, Dr. Robert J. Cara or Robert J. Cara, Ph.D. or Rev. Dr. . . .)

PURPOSE OF COURSE (COURSE OBJECTIVES)

- * Learn introductory Greek grammar for NT exegesis.
- * Learn various exegetical/hermeneutical issues that will relate to Greek Exegesis.
- * See below rubric matching more detailed course objectives with MDiv Student Learning Outcomes.

STUDY HOURS

- * In “theory,” all RTS courses are designed for two hours of work outside of class for every hour in classroom; however, language courses usually exceed it.

TEXTBOOKS: REQUIRED

- * William D. Mounce, *Basics of Biblical Greek Grammar*. 4th ed. Grand Rapids: Zondervan, 2019. [Same as Greek 1.]
- * William D. Mounce, *Basics of Biblical Greek Workbook*. 4d ed. Grand Rapids: Zondervan, 2019. [Same as Greek 1.]
- * UBS *Greek NT and Dictionary*, 5th ed. or 6th ed. OR Nestle-Aland’s *Novum Testamentum Graece with Dictionary*, 28th rev. ed. or 29th rev. ed. OR *The Greek New Testament: Tyndale House Cambridge with Dicitonary*. If the text has no dictionary, get Newman’s *A Concise Greek-English Dictionary of the New Testament*. [Same as Greek 1.]

* If student has an old UBS version or old NA version, this is good enough. (If student does not get a UBS, NA, or Tyndale text with a dictionary, must also get Newman's *A Concise Greek-English Dictionary of the New Testament*.)

* Note, do *not* get a Greek *Reader* for this class.

* *Trinity Psalter: Psalms 1-150, Words---Only Edition*. Pittsburgh: Crown & Covenant, 1994. (This is NOT the *Trinity Psalter Hymnal*.) [Same as Greek 1.]

* "Introduction" to UBS 6. If you do not have UBS 6, this "Introduction" will be included as a PDF in the Mega-Syllabus.

COURSE REQUIREMENTS

*** Non-Grade**

1. Bring Greek NT w/ dictionary and Mounce's *Grammar* to every class.
2. Read chapters of *Grammar* textbook *after* we cover them in class.
3. Do exercises in *Workbook* *after* we cover appropriate chapters in class.
4. Bring and sing *Trinity Psalter*. Lose points if you don't.

*** Grading**

1. Quizzes.

- * Quizzes will be given every day (except for test days) and will cover the same material that is in the appropriate *Workbook* exercises. One quiz will be dropped.
- * Quizzes are cumulative as are any tests in a language.
- * "90% rule" — 90% correct on a quiz = 100%.
- * 30% of total grade.

2. Tests.

- * Three cumulative tests.
 - Test 1 = including chap 25
 - Test 2 = including chap 30
 - Test 3 = including chap 36

- * *NO 90% rule.*

- * Each test is 20% of total grade. Hence, tests = 60% of total grade.

3. After reading the “Introduction” to UBS 6 and hearing Cara’s classroom lecture, submit a four-page “fake” paper (typed, double-spaced) that includes:

- * A statement that you read 100% (eye on every word) of the “Introduction.”

- * Assume you are presenting a short lecture to adult SS teachers. Choose an example NT KJV/NKJV verse that differs with other English Bible verses based on the KJV/NKJV choosing the Majority Text (Byzantine) reading. Explain the difference but do so within the framework of inerrancy.

- * Due on Saturday, Oct 17, 11:59 pm. Lateness will be severely penalized (32.2f/s/s).

- * 10% of total grade.

Course Objectives Related to MDiv* Student Learning Outcomes

Course: Greek 1 NT 5100

Professor: Dr. Robert J. Cara

Campus: Charlotte

Date: Fall 2026

<u>MDiv* Student Learning Outcomes</u> <i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		<u>Rubric</u> • Strong • Moderate • Minimal • None	<u>Mini-Justification</u>
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Minimal	Student submits brief paper related to UBS 6 intro.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	1. Learning Greek NT grammar 2. Intro to exegetical skills
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	Discuss Reformed tradition's view of use of original languages
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	Sing Psalms in class
Worldview	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	None	
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Minimal	Includes intro to RTS' ethos
Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	Minimal	Occasionally show exegetical and preaching angles of Greek text

RTS Charlotte Classroom Technology Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.