

NT 2IO3/NT 6IO6: Greek Exegesis 1—The Gospel of Matthew

McMaster Divinity College
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Fall 2010 (Term 1)
Tuesday 1:30 - 3:20 p.m.
3/6 units

Course Description

NT 2IO3

This course is an exegetical and interpretive study of the Gospel of Matthew. We will work closely with the Greek text and learn to understand and articulate its original historical meanings. We will also consider the meaning of Matthew's Gospel for today.

NT 6IO6

This course is an elaboration of NT 2IO3. We will focus more intensely on interpretive issues involved in the study of Matthew's Gospel, including the history of Matthean studies; literary and structural features of Matthew's Gospel; individual passages of significance from exegetical, grammatical, translational and theological perspectives; comparisons with the other Synoptic Gospels and with John's Gospel; and the evangelist's distinctive themes. Advanced students taking this course will have additional meeting times scheduled, usually from 3:30-4:20 p.m., to discuss further topics in more detail.

Course Objectives

NT 2IO3

Knowing—

To know more advanced concepts for study of the Greek of the New Testament and exegetical methods that aid in interpretation of individual passages

To learn the Greek of Matthew's Gospel so as to be able to understand its meaning

Being—

To appreciate the value of being able to exegete the Greek of the New Testament for use in teaching and preaching ministry

To be a follower of Jesus Christ transformed by encounter with the Jesus of Matthew's Gospel

Doing—

To develop and practice responsible exegetical methods that draw upon the varied resources available

To demonstrate understanding of Matthew's Gospel through being able to apply the knowledge in practical written and oral media

NT 6IO6

In addition to the above for NT 2IO3:

Knowing—

To gain a thorough knowledge of the Greek of the New Testament, especially as found in the Gospel of Matthew and as studied through modern interpretive tools

To know the major interpretive issues involved in the study of Matthew's Gospel

Being—

To have encountered the Jesus of Matthew's Gospel in a way that transforms your personal ministry

To be a faithful and bold theological interpreter of the New Testament, especially of Matthew's Gospel

Doing—

To interpretively translate and thoroughly discuss issues of grammar, lexicography, syntax and discourse in Matthew's Gospel

To demonstrate knowledge of Matthew's Gospel and its interpretive tradition through research, writing and speaking

To interact with the interpretive and textual tradition of the Gospel of Matthew, including its relation to the other Gospels and other ancient texts, its distinctive theology, and its context

Course Prerequisites

Prerequisites for NT 2IO3: NT 1CO3 and NT 1AO3, or equivalent. This course satisfies the Greek exegesis requirement.

Prerequisites for NT 6IO6: NT CO3 and NT 1AO3, or equivalent, and admission to either the M.A. or Ph.D. program of McMaster Divinity College.

Course Requirements

This is a graduate-level course in New Testament Greek, and will be taught in this way. Therefore, it is assumed that students will perform as graduate students to facilitate learning. This means that students will be expected to do suitable academic work outside of the classroom.

Requirements for All Students

Successful completion of this class requires each of the following assignments to be attempted by every student. Failure to make a valid attempt to complete each of these requirements may constitute grounds for failure of the course.

1. Participation. Students are expected to participate in interactive lectures and discussions. Only selected topics and passages will be discussed, so the student is expected to be familiar with *all* of the assigned material. In addition, this course will use an online discussion group (i.e. a Google group). Each student is required to join the group and make meaningful and significant contributions to the online discussion. Further information about this online component will be given the first week of class, and posts will begin after the first class meeting.
2. Greek Grammar. Students who have not previously worked through the primary grammar text (*Idioms of the Greek New Testament*) are required to follow the supplied reading schedule. Each week the student will write a brief summary of the major concepts covered in the assigned reading, and will provide some examples (gleaned from the assigned passage of Matthew's Gospel, if possible) which demonstrate the exegetical

significance of these grammatical concepts. Students who have already worked through *Idioms* are required to select an alternative intermediate or advanced grammar and by **September 21** provide the professor with a proposed reading schedule for the semester. Each week the student will hand in a brief discussion of how their chosen grammar supplements *Idioms*. All students must retain a copy of each week's grammatical assignment.

3. Vocabulary. Each student is required to increase his or her knowledge of the vocabulary of the Greek New Testament by learning all Greek words that meet the following two criteria: (1) they appear 10 times or more in the New Testament; and (2) they appear at least once in Matthew's Gospel. In order to achieve this, the student should use a book that presents Greek words in decreasing numerical order, such as S. Kubo, *A Reader's Greek-English Lexicon of the New Testament* (Grand Rapids: Zondervan, 1975). This course requirement will be assessed as part of the final examination.
4. Textual Analysis and Translation. Each week, students will analyze and translate an assigned portion of the Gospel of Matthew, using as appropriate the annotated Greek text of the Gospel of Matthew available at www.OpenText.org. The student should bring two copies of his or her analysis and translation to class. One copy will be submitted; the other will be corrected and expanded in class and then retained by the student for future use. Students are encouraged to work together, and to use all appropriate tools. We will proceed at a pace suitable to the class.
5. Reading. In addition to the grammar reading already mentioned, students will read a commentary on the Gospel of Matthew, and selections from the *Dictionary of Jesus and the Gospels*.
6. Major Written Assignments. Students are required to complete two written assignments (see below).
7. Examination. Students must complete a final examination, which will test their familiarity with the Greek language and with Matthew's Gospel, including vocabulary.

Supplementary Requirements for Students taking NT 6IO6

Students taking this course as NT 6IO6 are subject to the above requirements, with the following additions:

1. Participation. Advanced students are expected to monitor and contribute to the online discussion each week and respond whenever possible to inquiries from other students.
2. Greek Grammar. Students in NT 6IO6 will read two Greek grammar books. If *Idioms* is one of them, the student will submit both a summary of *Idioms* and a discussion of their supplementary grammar book. If the student is already familiar with *Idioms*, the student will submit a discussion of two alternative grammar books. All advanced students must choose at least one grammar written at an advanced level (see below). A written schedule of reading is to be provided to the professor by **September 21**.
3. Textual Analysis and Translation. Students in NT 6IO6 will be assigned longer passages, and will be expected to make the OpenText.org resources the heart of their analyses and translations.

4. Reading. Advanced students are expected to select and read suitable articles and monographs on Matthew's Gospel in addition to the assigned reading. This additional material will enhance the weekly analyses and the major written assignments.
5. Major written assignments. As noted below, students in NT 6106 will submit longer written assignments.

Please Note: Apart from comments posted on the on-line discussion, all work submitted must be in hard copy to the professor. There are no exceptions to this rule. E-mail submissions will not be accepted.

Course Textbooks

Students are required to possess the following:

A standard edition of the Greek New Testament, such as the Nestle-Aland (26th or 27th edn), UBS (3rd or 4th edn) or Westcott-Hort. Neither the Textus Receptus nor the British Bible Society edition is acceptable.

A literalistic English version of the New Testament, such as the New American Standard Bible or NRSV.

Porter, Stanley E., *Idioms of the Greek New Testament* (Biblical Languages: Greek 2; Sheffield: Sheffield Academic Press, 2nd edn, 1994). There are other Greek grammars as well. See below.

A suitable Greek–English lexicon. See below.

Green, Joel B., Scot McKnight and I. Howard Marshall, *Dictionary of Jesus and the Gospels* (Downers Grove, IL: InterVarsity Press, 1992). [DJG]

A Greek-language synopsis. Students should have access to a Greek-language synopsis, and utilize this in preparing their assignments and in class discussion.

Other materials as appropriate for completing the written assignments.

Students are recommended to possess the following:

A book that lists the vocabulary of the New Testament in numerical fashion. See below.

A book on textual criticism of the New Testament. See below.

A book on exegesis of the New Testament. See below.

Porter, Stanley E., and Lee Martin McDonald, *New Testament Introduction* (IBR Bibliographies; Grand Rapids: Baker, 1995). [out of print]

McDonald, Lee Martin, and Stanley E. Porter, *Early Christianity and its Sacred Literature* (Peabody, MA: Hendrickson, 2000)

Evans, Craig A., and Stanley E. Porter, *Dictionary of New Testament Background* (Downers Grove, IL: InterVarsity Press, 2000). [DNTB]

A Greek-language synopsis. Those most readily available include: K. Aland, *Synopsis of the Four Gospels: Greek-English Edition* (Stuttgart: United Bible Societies, 1983), K. Aland, *Synopsis Quattuor Evangeliorum* (Stuttgart: Württembergische Bibelanstalt, 1964) [there are a number of copies for use in the McNally Room—please be sure that they remain in the McNally Room], or A. Huck, *Synopsis of the First Three Gospels* (trans. F.L. Cross; Oxford: Blackwell, 1949).

All required textbooks for this class and others at McMaster Divinity College are available from R.E.A.D. On Books (Room 218), and should be purchased as early as possible, and at least by the beginning of the term when R.E.A.D. On Books has its book table here at the College. They can be contacted at: 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1; phone 416-620-2934; fax 416-622-2308; e-mail: books@readon.ca; or www.readon.ca. The books are available through other book services as well.

Course Assessment

Required for All Students

Each student is required to attempt all of the following requirements:

1. Participation. New Testament studies is an interactive discipline, as is theology in general. It is expected that students will attend class and participate in our weekly discussions. This means that students are required to have read the required material in advance so that this material can serve as the basis for an informed discussion. As regards the online forum, participation will be evaluated according to the quality of a student's postings (length is not a criterion in itself). Posts can address any aspect of the course material, including Greek grammar, the text of Matthew's Gospel, the OpenText.org syntactical analysis, the meaning of Matthew's Gospel in our contemporary context, scholarly issues, etc. Students will be asked on the final examination to indicate what they consider to be their level of participation and preparation.
2. Reading. Each student is required to read through Matthew's Gospel in English in its entirety at a single setting twice during the semester—one time by **September 21** and the second by **October 26**. Each week, students must read the assigned chapter(s) in *Idioms* (and/or any other chosen grammars), the relevant portion of their chosen commentary, and the assigned articles in *Dictionary of Jesus and the Gospels*, and any other assigned reading. Students will be asked on the final examination to indicate the amount of reading they have done. *In order to have scholarly work well-represented in our discussions, no single commentary will function as our textbook. Instead, each student will read a different exegetical commentary on Matthew's Gospel. Please come prepared on September 21 with two choices from the list of commentaries below.*
3. Greek Grammar. (Only 10 grammatical summaries/discussions will be counted for the final mark, but *all* must be submitted.) At the beginning of each class session (beginning **September 21**), each student is to hand in a copy of their grammatical summary/discussion. (A second copy should be used and corrected in class). Students summarizing *Idioms* should prepare a brief description of the grammatical concepts of the day, with suitable examples identified from the assigned passage in Matthew's Gospel. (If the assigned passage does not contain suitable examples, the student should look elsewhere in Matthew's Gospel.) Students discussing an alternative grammar (or grammars) should briefly summarize how important grammatical concepts are presented in a manner that supplements *Idioms*. These summaries/discussions should be brief. A careful half-page is fine; no assignment should exceed two pages in length. Late grammatical summaries will be penalized one half grade (5%) per day.

4. Textual Analysis and Translation. (Only 10 assignments will be counted for final mark, but *all* must be submitted.) At the beginning of each class session (beginning **September 21**), each student is to hand in a copy of their textual analysis and translation. (A second copy should be used and corrected in class.) The analysis should provide text-critical comments, parsings where appropriate, evaluation of the OpenText.org syntactical analysis, exegetical observations, synoptic comments, historical observations, theological insights, and the like. The student should draw on his or her knowledge of the Greek language, his or her chosen grammar book(s), his or her assigned commentary, and other readings as appropriate. It is expected that students will display a basic knowledge of textual criticism and biblical exegesis. (Students who are unfamiliar with these tasks should select and read some introductory texts from the list below.) The translation should be interpretive. That is, it should reflect an interpretive stance that draws upon the student's analysis, and should be recognizable as natural English. Not every verse will be discussed in class, so students should come prepared to ask questions about particular verses of importance. Late translations will be penalized one half grade (5%) per day.
5. Vocabulary (see final examination). Each student is required to master all Greek words that meet the following two criteria: (1) they appear 10 times or more in the New Testament; and (2) they appear at least once in Matthew. The student is encouraged to use a book that presents these words in decreasing numerical order. This vocabulary will be assessed as part of the final examination.
6. Final examination. A final examination is scheduled for **December 14**, during our regular class time. This examination will include a vocabulary assessment, some grammatical and exegetical questions, and some translation passages. Students will also report on their participation and reading.

Written Assignments for Students in NT 2103

Students are to complete two written assignments: (1) a manuscript exercise; and (2) an exegetical/application paper.

1. Manuscript Exercise. Following the guidelines provided on the first day of class, students will examine some ancient manuscripts. They will learn about the processes of transcription and reconstruction, about the task of preparing a publishable edition, and about textual criticism. This will be a three-stage process. Stage one is due on **September 28**; stage two is due on **October 12**; and stage three is due on **October 26**. The results of the assignment will be incorporated into the textual analysis and translation that is due on **November 30**.
2. Exegetical/Application Paper. Each student will write an exegetical/application paper that is no more than 3500 words (2500 words on exegesis and 1000 words on application). The paper will address a passage of around 5-7 verses from the Gospel of Matthew, and will follow a definable pattern of exegesis. The passage must be approved in advance by the professor by means of a written proposal due on **November 30**, and is not to be a passage discussed in class. As regards exegetical method, please consult and cite one or more of the books on exegesis listed below. It is expected that students will include the major components of exegesis. Use of the OpenText.org project and reference to synoptic

parallels are encouraged. Students must use a minimum of ten good secondary sources (including commentaries, monographs, journal articles, chapters from collections of essays, etc.), besides the standard tools of exegesis (lexicon, Greek grammars, etc.). Please do *not* use study Bibles and the like. The exegesis is to serve as the basis for a sermon or teaching session of 1000 words, including outline and notes. An introduction should briefly indicate the nature of the audience (e.g. a multigenerational congregation of 200, lower middle class) and how the sermon/teaching session fits into a rotation (part of a series, etc.). Following this, a detailed outline should be provided. Finally, the sermon/teaching session should be written in detailed outline form, with reference to the exegesis provided. The exegesis/application paper is due on **December 14**.

Written Assignments for Students taking NT 6106

Students are to complete three written assignments: (1) the manuscript exercise described above; (2) an issues-oriented paper related to current Matthean research; and (3) a textually-based paper (exegetical, linguistic, etc.) on a passage not discussed in class. Papers 2 and 3 are each to be 5000 words in length (text, not including notes, bibliography, etc.). The specific topics are to be discussed with the professor and approved in advance. The first paper topic is to be agreed in writing by **November 9** and the paper is due on **November 23**. The second paper topic is to be agreed in writing by **November 30** and the paper is due on **December 14**.

The professor assumes that students already know how to research, write and orally present papers. Content, clear thinking and depth of analysis and research are the most important requirements, but clarity and consistency of presentation are also of high importance. Students *must* follow the *McMaster Divinity College Style Guide for Essays and Theses*.

Late papers are decreased by half a full letter grade (5%) each day or portion of a day that they are late. Papers are due on the day assigned. Do not ask for exceptions to this policy. Failure to submit a written statement of a paper topic, or failure to write on the submitted topic, will result in the grade of the paper being lowered by one full letter grade (10%).

The professor will make an effort to return marked papers during the course of the term, but makes no guarantee that this will be accomplished, so please do not expect it or ask about it.

All assignments must be in by **December 18**. No assignment will be accepted after that date. Don't even ask.

Grading Summary

	NT2103		NT6106
Participation	10%		—
Analyses/Translations	25%	Analyses/Translations	20%
Manuscript Exercise	10%	Manuscript Exercise	10%
Exegetical/Application Paper	30%	Textually Based Paper	25%
		Issues Oriented Paper	25%
Final Examination	25%	Final Examination	20%

Classroom Behavior

The following guidelines are presented to encourage all students to participate together in this course, and should be kept in mind at all times.

1. Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas, but feel free to respond to them logically and critically and in an orderly manner.

2. Students should be on time to class, or be prepared to offer an explanation after class to the professor.

3. Students are expected to stay for the entire class session, unless arranged in advance.

4. Students may eat and drink in class so long as they do not distract others or leave the remains of such activities behind for others to clean up (and bring enough for the professor as well!).

5. Students are not expected to be doing work on any other subject except that of this course according to the outline below and as appropriate.

6. Students are not to carry on other conversations in class, especially with those seated immediately adjacent to them. If something being said or done in class is not clear, please ask the professor at an appropriate time and in an appropriate way.

7. Cell phones and related devices are to be turned off during class.

8. Computers may be used in class only as they are used directly for the work of the class session.

Students who fail to respect these guidelines will be dismissed from the class, with all of the consequences implied.

Graduate assistants will play a significant role in this class, including occasionally lecturing, marking of assignments and monitoring on-line discussions. They are to be given the same respect as the professor.

Course Schedule

We cannot read all of Matthew's Gospel during this course, so I have selected representative passages to illustrate different kinds of material. If you are able to do more, you will benefit from it. This is a reasonable yet tentative outline of the content of each session's activities. The professor reserves the right to change the content of lectures and topics. The professor will unfortunately need to be away from class on College business on several occasions, so alternative teaching arrangements will be made. Please consider these alterations as part of the class structure, and pay appropriate respect to any visiting or substitute lecturers.

September 14—Introduction and Background, The Gospel of Matthew and its Genre and Language; its relationship to the other Synoptic Gospels

Read: S.E. Porter, 'Greek of the New Testament,' *DNTB*, pp. 426-35; L.W. Hurtado, 'Gospel (Genre),' *DJG*, pp. 276-82; S. McKnight, 'Matthew, Gospel of,' *DJG*, pp. 526-41; R.H. Stein, 'Synoptic Problem,' *DJG*, pp. 784-91

September 21—2IO3: Matthew 1:1, 18-24; 2:1-12 ; 6I06: Matthew 1:1, 17-24; 2:1-23

Read: *Idioms* chs. 1, 21; B. Witherington III, 'Birth of Jesus,' *DJG*, pp. 60-74

September 28—2IO3: Matthew 3:1-17; 6I06: Matthew 3:1-17; 4:1-22

Read: *Idioms* chs. 2-3; B. Witherington, III, 'John the Baptist,' *DJG*, pp. 383-91; 6I06: G.H. Twelftree, 'Temptation of Jesus,' *DJG*, pp. 821-27

2I03/6I06: Stage One of Manuscript Exercise Due

October 5—2IO3: Matthew 5:1-12, 17-20; 6:5-15; 6I06: Matthew 5:1-12, 17-20; 6:5-15; 7:1-12, 24-29

Read: *Idioms* chs. 4; G.N. Stanton, 'Sermon on the Mount/Plain,' *DJG*, pp. 735-44

October 12—2IO3: Matthew 8:5-13, 23-27; 9:18-26; 6I06: Matthew 8:5-17, 23-34; 9:9-26, 35-38

Read: *Idioms* chs. 5-6; C.L. Blomberg, 'Healing,' *DJG*, pp. 299-307

2I03/6I06: Stage Two of Manuscript Exercise Due

October 19—2IO3: Matthew 10:5-25; 6I06: Matthew 10:1-42

Read: *Idioms* chs. 7-8; R. Riesner, 'Teacher,' *DJG*, pp. 807-11

October 26—2IO3: Matthew 13:1-23; 6I06: Matthew 13:1-23, 34-35, 44-58

Read: *Idioms* ch. 9; K.R. Snodgrass, 'Parable,' *DJG*, pp. 591-601

2I03/6I06: Stage Three of Manuscript Exercise Due

November 2—2IO3: Matthew 14:13-33; 6I06: Matthew 14:13-36; 15:21-39

Read: *Idioms* chs. 10-11; B.L. Blackburn, 'Miracles and Miracle Stories,' *DJG*, 549-60

November 9—2IO3: Matthew 16:13-20; 17:1-13; 6I06: Matthew 16:1-28; 17:1-13

Read: *Idioms* chs. 12-13; M.J. Wilkins, 'Disciples,' *DJG*, pp. 176-82; W.L. Liefeld, 'Transfiguration,' *DJG*, pp. 834-41

6I06: Issues Paper Topic Due

November 16—2IO3: Matthew 21:1-22; 6I06: Matthew 21:1-46

Read: *Idioms* chs. 14-15; L.A. Losie, 'Triumphal Entry,' *DJG*, pp. 854-59; W.R. Herzog, II, 'Temple Cleansing,' *DJG*, pp. 817-21

November 23—2IO3: Matthew 24:3-31; 6I06: Matthew 24:3-44

Read: *Idioms* chs. 16-17; D.C. Allison, Jr, 'Apocalyptic,' *DJG*, pp. 17-20; T.J. Gedert, 'Apocalyptic Teaching,' *DJG*, pp. 20-27

6I06: Issues Paper Due

November 30—2IO3: Matthew 26:17-35, 57-68; 6IO6: Matthew 26:17-35, 36-68

Read: *Idioms* chs. 18-19; R.H. Stein, 'Last Supper,' *DJG*, pp. 444-50; B. Corley, 'Trial of Jesus,' *DJG*, pp. 841-54

2IO3/6IO6: Manuscript Exercise to be Used in Analysis and Translation

2IO3: Exegetical/Application Paper Topic Due

6IO6: Exegetical Paper Topic Due

December 7—2IO3: Matthew 27:11-14, 45-53; 28:1-10, 16-20; 6IO6: Matthew 27:11-26, 45-56; 28:1-10, 16-20

Read: *Idioms* ch. 20; J.B. Green, 'Death of Jesus,' *DJG*, pp. 146-63; G.R. Osborne, 'Resurrection,' *DJG*, pp. 673-88

Review for Final Examination

December 14

Final Examination

2IO3: Exegetical/Application Paper Due

6IO6: Exegetical Paper Due

Statement on Academic Honesty

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty at www.macdiv.ca/regs/honesty.php.

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

This syllabus for NT 2IO3/NT 6IO6 is for information only and remains the property of the respective professor. This syllabus is prepared with the best information available, but the professor reserves the right to change the content and format of the course.

Bibliography for Study of the Greek New Testament

The following is a bibliography to give the student guidance in the subject of Greek study. There are many more specialized studies on a range of topics, including articles in journals. A very useful journal is *Filología Neotestamentaria*.

Greek Grammars

Intermediate

- Brooks, J.A., and C.O. Winbery, *Syntax of New Testament Greek* (Washington, CD: University Press of America, 1979).
- Chamberlain, W.D., *An Exegetical Grammar of the Greek New Testament* (repr. Grand Rapids: Baker, 1979).
- Dana, H.E., and J.R. Mantey, *A Manual Grammar of the Greek New Testament* (n.p.: Macmillan, 1955).
- Nunn, H.P.V., *A Short Syntax of New Testament Greek* (Cambridge: Cambridge University Press, 1938).
- Wallace, D.B., *Greek Grammar beyond the Basics* (Grand Rapids: Zondervan, 1996).
- Wallace, D.B., *The Basics of New Testament Syntax* (Grand Rapids: Zondervan, 2000).
- Zerwick, M., *Biblical Greek* (Rome: Pontifical Biblical Institute, 1963).

Advanced

- Abel, F.-M., *Grammaire du grec biblique: Suivie d'un choix de papyrus* (EB; Paris: Gabalda, 1927).
- Blass, F., and A. Debrunner, *A Greek Grammar of the New Testament and Other Early Christian Literature* (trans. R.W. Funk; Chicago: University of Chicago Press, 1961).
- Gignac, F.T., *A Grammar of the Greek Papyri of the Roman and Byzantine Periods*. I. *Phonology*, II. *Morphology* (Milan: Cisalpino, 1981).
- Gildersleeve, B.L., with C.W.E. Miller, *Syntax of Classical Greek from Homer to Demosthenes* (New York: American Book, 1900, 1911).
- Goodwin, W.W., *A Greek Grammar* (London: St. Martin's Press, 1894).
- Goodwin, W.W., *Greek Grammar* (rev. C.B. Gulick; Boston: Ginn, 1958).
- Humbert, J., *Syntaxe grecque* (Paris: Klincksieck, 1960).
- Krüger, K.W. *Attic Greek Prose Syntax* (ed. G.L. Cooper, III; 2 vols.; Ann Arbor: University of Michigan Press, 1998).
- Kühner, R., and B. Gerth, *Ausführliche Grammatik der griechischen Sprache* (2 vols.; Leverkusen: Gottschalksche, 1955).
- Mandilaras, B., *The Verb in the Greek Non-Literary Papyri* (Athens: Hellenic Ministry of Culture and Sciences, 1973).
- Mayser, E., *Grammatik der griechischen Papyri aus der Ptolemäerzeit* (Berlin: De Gruyter, 1906-34).

- Moule, C.F.D., *An Idiom Book of New Testament Greek* (Cambridge: Cambridge University Press, 2nd edn, 1959).
- Moulton, J.H., *A Grammar of New Testament Greek. I. Prolegomena* (Edinburgh: T. & T. Clark, 3rd edn, 1908).
- Moulton, J.H. and W.F. Howard, *A Grammar of New Testament Greek. II. Accidence and Word-Formation* (Edinburgh: T. & T. Clark, 1929).
- Radermacher, L. *Neutestamentliche Grammatik* (Tübingen: Mohr Siebeck, 2nd edn, 1925).
- Robertson, A.T., *A Grammar of the Greek New Testament in the Light of Historical Research* (Nashville: Broadman, 4th edn, 1934).
- Schwyzler, E. *Griechische Grammatik* (ed. A. Debrunner; Munich: Beck, 1939, 1950).
- Smyth, H.W., *Greek Grammar* (rev. G.M. Messing; Cambridge: Harvard University Press, 1956).
- Turner, N., *A Grammar of New Testament Greek. III. Syntax* (Edinburgh: T. & T. Clark, 1963).
- Turner, N., *A Grammar of New Testament Greek. IV. Style* (Edinburgh: T. & T. Clark, 1976).
- Winer, G.B., *A Treatise on the Grammar of New Testament Greek* (trans. W.F. Moulton; Edinburgh: T. & T. Clark, 1882).

Specialized

- Abbott, E.A., *Johannine Grammar* (London: A&C Black, 1906; repr. Eugene, OR: Wipf & Stock, 2006).
- Abbott, E.A., *Johannine Vocabulary* (London: A&C Black, 1905; repr. Eugene, OR: Wipf & Stock, n.d.).
- Adrados, F.R., *A History of the Greek Language: From Its Origins to the Present* (Leiden: Brill, 2005).
- Aejmelaeus, A., *Parataxis in the Septuagint: A Study of the Renderings of the Hebrew Coordinate Clauses in the Greek Pentateuch* (Helsinki: Suomalainen Tiedeakatemia, 1982).
- Aejmelaeus, A., *On the Trail of the Septuagint Translators: Collected Essays* (Kampen: Kok Pharos, 1993).
- Allan, R.J., *The Middle Voice in Ancient Greek: A Study in Polysemy* (Amsterdam: Gieben, 2003).
- Barr, G.K., *Scalometry and the Pauline Epistles* (JSNTSup 261; London: Continuum, 2004).
- Black, S.L., *Sentence Conjunctions in the Gospel of Matthew* (JSNTSup 216; Sheffield: Sheffield Academic Press, 2002).
- Buck, C.D., *The Greek Dialects* (Chicago: University of Chicago Press, 1955).
- Buijs, M., *Clause Combining in Ancient Greek Narrative Discourse* (Leiden: Brill, 2005).
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