



Course Syllabus: **LANG5101 Languages for Interdisciplinary Research**

Faculty/Lecturers:

Daniel Goepfrich, Th.M., D. Min
Christopher Cone, Th.D., Ph.D., Ph.D.
Mark Perkins, M.Div.
John Oglesby, MA
William Buttermore (Guest Lecturer)

For Program: Graduate / M.A.A.F., M.Div., M.Ed., M.A.A.S., M.T.C. / 60 hours

Revision Date: 12/3/2024

Policies (Links) [Enrollment Agreement](#) [Withdrawal and Refund Policy](#)
[Standards of Intellectual Honesty](#) [Writing Style Policy](#)

I. COURSE DESCRIPTION

A study of the basic elements of Biblical Hebrew, Aramaic, and Koine Greek for primary source research in transformative learning models.

II. COURSE TEXTS AND RESOURCES

Required Texts:

1. All Agathon U courses use the Bible as a primary textbook. Translations used for coursework include any of the following: NASB, ESV, KJV, and NKJV. Other translations/versions may be used for complementary study and research.
2. McKenzie, Steven, *An Introduction to Aramaic*, (Atlanta: Society of Biblical Literature), 2007. (Electronic copy provided).
3. Mounce, William, *Basics of Biblical Greek Grammar: Fourth Edition* (Grand Rapids: Zondervan Academic), 2019. ISBN: 978-0310537434. Price: \$35.85
4. Practico, Gary, Miles Van Pelt, *Basics of Biblical Hebrew Grammar: Third Edition* (Grand Rapids: Zondervan Academic), 2019. ISBN: 978-0310533498. Price: \$28.19
5. Terry, Milton, *Biblical Hermeneutics: A Treatise on the Interpretation of the Old and New Testaments*, (New York: Philips and Hunt), 1885. (Electronic Copy Provided).

IV. COURSE SCHEDULE AND OUTLINE

Module 1 – Language and Meaning – Dr. Christopher Cone

An examination of the relationship between language and meaning.

1. *Reading Assignment*
 - Terry, 69-75; 104-120
2. *Reading Content Assessment*

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- *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*
3. *Module Assessment*
 - *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*
 4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
 5. *Interaction question(s)*
 - Q1
 - Q2
 - Q3

Module 2 – Parts of Speech – Mark Perkins

An introduction to the various parts of speech used within the Biblical Hebrew and Koine Greek languages.

1. *Reading Assignment*
 - *Mounce, 24-90; 149-160; 291-297*
2. *Reading Content Assessment*
 - *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*
3. *Module Assessment*
 - *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
5. *Interaction question(s)*
 - Q1
 - Q2
 - Q3

Module 3 – Introduction to Greek Vocabulary – William Buttermore

An overview of the most popular Greek vocabulary and an introduction to Greek tools for those which are less popular.

1. *Reading Assignment*
 - *Mounce, p. 1-23; 463-474*
2. *Reading Content Assessment*
 - *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*
3. *Module Assessment*
 - *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*

4. Interaction Assessment

- *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*

5. Interaction question(s)

- Q1
- Q2
- Q3

Module 4 – Introduction to Greek Grammar – William Buttermore

An introduction and overview and basic grammatical rules within the Koine Greek language.

1. Reading Assignment

- *Mounce, p. 110-145; 161-170; 182-207; 224-287*
- *Recommended further reading: Mounce, p. 349-388*

2. Reading Content Assessment

- *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*

3. Module Assessment

- *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*

4. Interaction Assessment

- *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*

5. Interaction question(s)

- Q1
- Q2
- Q3

Module 5 – Concepts in Aramaic – Mark Perkins

An introduction to basic concepts within the ancient Aramaic language (the same which is found in the Biblical text).

1. Reading Assignment

- *McKenzie, p. 8-148*

2. Reading Content Assessment

- *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*

3. Module Assessment

- *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*

4. Interaction Assessment

- *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the*

question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. *Interaction question(s)*

- Q1
- Q2
- Q3

Module 6 – Introduction to Hebrew Vocabulary – Dr. Daniel Goeprich

An overview of the most popular Hebrew vocabulary and an introduction to Hebrew tools for those which are less popular.

1. *Reading Assignment*

- *Van Pelt, p. xvii–25; 180-190*
- *Review pages 443 and following. No need to read in its entirety*

2. *Reading Content Assessment*

- *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*

3. *Module Assessment*

- *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*

4. *Interaction Assessment*

- *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*

5. *Interaction question(s)*

- Q1
- Q2
- Q3

Module 7 – Introduction to Hebrew Grammar – John Oglesby

An introduction and overview and basic grammatical rules within the Biblical Hebrew language.

1. *Reading Assignment*

- *Van Pelt, p. 26-114*

2. *Reading Content Assessment*

- *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*

3. *Module Assessment*

- *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*

4. *Interaction Assessment*

- *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*

5. *Interaction question(s)*

- Q1
- Q2

- Q3

Module 8 – Greek Exegesis – Dr. Daniel Goepfrich

An examination of the principles and methods for exegeting Koine Greek.

1. *Reading Assignment*
 - Mounce, p. 349-413
2. *Reading Content Assessment*
 - Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.
3. *Module Assessment*
 - Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.
4. *Interaction Assessment*
 - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
 - Q1
 - Q2
 - Q3

Module 9 – Hebrew Exegesis – John Oglesby

An examination of the principles and methods for exegeting Biblical Hebrew.

1. *Reading Assignment*
 - Van Pelt, p. 115-263
2. *Reading Content Assessment*
 - Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.
3. *Module Assessment*
 - Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.
4. *Interaction Assessment*
 - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
 - Q1
 - Q2
 - Q3

Module 10 – Language and Communication – Dr. Christopher Cone

An overview of introductory and foundational concepts to the science of language and its use within general communication.

1. *Reading Assignment*
 - Genesis 1-11

- <https://drcone.com/2017/05/13/get-competing-theories-origin/>
2. *Reading Content Assessment*
 - *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*
 3. *Module Assessment*
 - *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*
 4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
 5. *Interaction question(s)*
 - Q1
 - Q2
 - Q3

Course Content Assessment

Graduate: Learners will write a 1500–2000-word paper or create a 7–10-minute video summarizing the course highlights and explaining how the course has impacted your thinking.

Competency Assessment

Learners will select and complete any 1 of the 3 competency assignments. Specifics of the assessment *must* be preapproved by the Mentoring Professor:

1. Practical Engagement Component – a practical social engagement of 2-3 hours applying principles covered in the course, and a 2000-word report discussing: (1) Introduction of the Engagement, (2) Methodology, (3) Summary of What Happened, and (4) Benefits and Implications
2. Writing Component – a publishable quality paper of 5000-7000 words on an approved topic related to the course material.
3. Teaching Encounter Component – preparing, delivering, recording, and submitting a 40–60-minute teaching to a live audience on an approved topic related to the course material.

V. LEARNING OUTCOMES**Course Learning Outcomes (CLOs)**

1. To prepare Learners to accurately handle the basics of the Biblical languages, leading to effective transformative research and writing.
2. To provide Learners with an introduction to the vocabulary and grammar of the Biblical languages.
3. To provide Learners with an effective methodology for exegeting the Biblical languages leading to accurate conclusions in transformative research.
4. To prepare Learners for deeper study within the languages for transformative research and writing.

Program Learning Outcomes (PLOs)

1. To prepare Learners for roles in transformative education teaching and service.

2. To provide Learners a foundation for effective individual and organizational leadership in diverse environments.
3. To ensure Learners demonstrate worldview foundation for empowering people and building communities.
4. To help Learners formulate a Biblical approach to transformative learning and leadership.

AU Degrees: <https://www.agathonu.com/programs/>)

Agathon UAF Learning Outcomes (ALOs)

1. *Critical Thinking, Problem Solving, and Research* – Learners will demonstrate ability to think critically from a Biblical worldview platform, solve problems, and conduct interdisciplinary research at a level appropriate to their program, and in a way that is gracious and beneficial to those operating within other worldviews.
2. *Personal Growth* – Learners will understand how learning is related to personal growth, and will be challenged to grow in their thinking, communication, conduct, and engagement with others.
3. *Skills Development* – Learners will advance in skills related to their area of learning, demonstrating a level of competency appropriate to their program.
4. *Social Responsibility* – Learners will appreciate the diversity in and value of others as designed by our Creator, and will grow in willingness and capability to serve others.
5. *Worldview Applications* – Learners will become capable at thinking from a Biblical worldview perspective and will understand the relationship of description and prescription, so that they can ground their actions in sound principles.

VI. ASSIGNMENTS AND GRADING RUBRIC (1000 POINTS)

Module Assessments	(20 points each x 10)	200 Points	CLO 1-4 / PLO 1,2,4 / ALO 1,2,3
Reading Content Assessments	(20 points each x 10)	200 Points	CLO 1 / PLO 3,4 / ALO 1,2
Interaction Assessments	(10 points each x 10)	100 Points	CLO 1,2 / PLO 2,3,4 / ALO 1,2
Course Content Assessment		250 Points	CLO 1-4 / PLO 1,2,4 / ALO 1,2,3
Competency Assessment		250 Points	CLO 3 / PLO 1,2 / ALO 4,5
Total Available Points		1000 Points	

[View the Agathon UAF Grading Policy and Assessment Rubrics Here](#)

VII. GRADING SCALE

91-100%	A
81-90%	B
71-80%	C
61-70%	D
0-60%	F

VIII. CARNEGIE UNIT CREDIT HOUR EQUIVALENT

Total Hours of Module Content:	20 hours
Total Hours of Reading Content:	60 hours
Total Hours of Minor Assessments:	50 hours
Total Hours of Major Assessment:	50 hours

Equivalent of 3 Credit Hours (60 hours of total course time per credit hour)