Purpose of the Course

This course will complete the introduction to the essential grammar, morphology, and vocabulary of New Testament Greek, which was begun in GL501. In addition, this course will introduce the student to the grammatical analysis and translation of longer passages in the New Testament. The purpose of this introduction is to provide students with the most important tool for interpreting the New Testament and to prepare them for subsequent courses in intermediate Greek and exegesis in the literature of the New Testament. (Articles 1 and 2, Gordon-Conwell Mission Statement)

Structure of the Course

The class will meet two evenings per week (Tue/Thu) throughout the Spring term from Thursday, February 3rd, to Thursday, April 28th. Class periods will include some or all of the following: taking a quiz or an exam, going over the homework exercises from the workbook or translations from the New Testament, and lecture on new material from the textbook. Prior to each class, preparation should include studying for the quiz/exam (previous material), learning grammar and vocabulary before completing the written exercises (current material), and reading the chapters in the textbook that will be covered in the next lecture (new material).

Language study by its very nature is cumulative and becomes increasingly more complex. This is certainly true in Greek and will become more evident as the course moves through the second half of the material. Attendance and participation in the class is crucial for the learning process and is expected of all students. I say that to remind you of the importance of daily diligence with the assignments. Remember, “Those who cram, perish!” The general pattern for graduate study is “three hours outside class for every hour in class.” Some students, especially those who have had Greek before, can get through the course on less than the three hours of preparation time per class. Others, however, particularly students without prior language experience, those for whom English is a second language, or those for whom language learning does not come easily, may need to spend more time to get their desired results. If you are in the latter group, don’t lose heart. Devote the necessary time, honor the Lord with your effort, and the Lord will bless the results.

Grading

The student’s grade will be determined by four elements: (1) the average of ten at-home quizzes (15%), (2) two mid-term exams (20% and 25% respectively), (3) a final exam (30%), and (4) homework preparation and recitation in class (10%). For reasons that will be explained in class, we do not grade on a curve. The grading scale is a six-point, rather than the more common ten-point, scale: 75 (D–); 76–78 (D); 79 (D+); 80–81 (C–); 82–84 (C); 85–86 (C+); 87–88 (B–); 89–91 (B); 92–93 (B+); 94–95 (A–); 96–100 (A).
All daily work from the Workbook must be legibly written out and handed in on the day for which it is assigned. Failure to turn in all of the assigned work will result in failing the course. If the assigned work cannot be turned in on time because of an excusable illness or emergency, an alternative assignment will be made and this work will be due at the next assigned class period in addition to the assignment normally due at that time.

NOTE: The operative words here are “illness” and “emergency.” For example, weekend retreats, leaving early or returning late for holiday travel plans, and traffic jams are not considered excusable. Serious injury or illness to you or your family, ordination exams, births, and deaths are examples of what would be considered “excusable.”

The at-home quizzes must be turned in at the beginning of the class on the due date. Otherwise, the quiz will be late. If you miss a quiz or exam for reasons other than illness or emergency, any late or make-up work will receive a grading penalty, usually one grade per class period.

Part of the standardization process for quizzes and exams requires that I occasionally reuse the same quiz or exam in subsequent years. Therefore, students are to refrain from using quizzes or exams from prior years to prepare for current ones. Students may, however, go back to any quiz or exam they have taken this academic year to assist their review and study for this term.

**Required** and **Recommended** Textbooks


**Further Bibliographic Resources**

**Older Basic Texts**


**Newer Basic Texts**


**Intermediate Texts**


**Lexicons**


**Proposed Daily Schedule**

**Thur: Feb 3**

**Due:** *Quiz #1 (1-21) Welcome Back Quiz*

* Lecture: Introduction, Syllabus, and Mounce BBG Text chapter 22
* Assign: ❑ Read Syllabus and Mounce BBG Text chapter 22-23
  ❑ Consult Reading Guides #13 and #14 (CAMS)
  ❑ Complete and submit Mounce Workbook: Exercise 22
  ❑ Continue to review Mounce BBG Text chapters 1-21

**Tues: Feb 8**

**Submit:** *Workbook: Exercise 22*

* Exercise: Correct Workbook: Exercise 22
* Lecture: Mounce Text chapter 23
* Assign: ❑ Study for Quiz #2 (22)
  ❑ Complete and submit Quiz #2 (22) (CAMS)
  ❑ Complete and submit Workbook: Exercise 23
  ❑ Read Text chapter 24
  ❑ Consult Reading Guide #15 (CAMS)

**Thur: Feb 10**

**Submit:** *Quiz #2 (22) and Workbook: Exercise 23*

* Exercise: Correct Workbook: Exercise 23
* Lecture: Mounce Text chapter 24
* Assign: ❑ Complete and submit Workbook: Exercise 24
  ❑ Read Text chapter 25
  ❑ Consult Reading Guide #16 (CAMS)
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<th>Date</th>
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| Tues: Feb 15 | Submit: Workbook: Exercise 24 | Exercise: Correct Workbook: Exercise 24  
Lecture: Mounce Text chapter 25  
Assign:  
- Study for Quiz #3 (23-24)  
- Complete and submit Quiz #3 (23-24) (CAMS)  
- Complete and submit Workbook: Exercise 25 |
| Thur: Feb 17 | Submit: Quiz #3 (23-24) and Workbook: Exercise 25 | Exercise: Correct Workbook: Exercise 25  
Assign:  
- Study for Exam #1 (1-25)  
- Complete (optional) Workbook: Review #5 |
| Feb 21–25   | Reading Week: NO CLASSES SCHEDULED | - |
| Tue: Mar 1  | Due: Exam #1: Text and Workbook 1-25 | Assign:  
- Read Text chapters 26-27  
- Consult Reading Guide #17 (CAMS) |
| Thur: Mar 3 | Lecture: Mounce Text chapters 26-27 | Assign:  
- Complete and submit Workbook: Exercise 27A (CAMS) |
| Tues: Mar 8 | Submit: Workbook: Exercise 27A | Exercise: Correct Workbook: Exercise 27A  
Assign:  
- Complete and submit Workbook: Exercise 27B (CAMS)  
- Read Text chapter 28  
- Consult Reading Guide #18 (CAMS) |
| Thur: Mar 10 | Submit: Workbook: Exercise 27B | Exercise: Correct Workbook: Exercise 27B  
Lecture: Mounce Text chapter 28  
Assign:  
- Study for Quiz #4 (27)  
- Complete and submit Quiz #4 (27) (CAMS)  
- Complete and submit Workbook: Exercise 28  
- Read Text chapter 29  
- Consult Reading Guide #19 (CAMS) |
| Tues: Mar 15 | Submit: Quiz #4 (27) and Workbook: Exercise 28 | Exercise: Correct Workbook: Exercise 28  
Lecture: Mounce Text chapter 29  
Assign:  
- Study for Quiz #5 (28)  
- Complete and submit Quiz #5 (28) (CAMS)  
- Complete and submit Workbook: Exercise 29  
- Read Text chapter 30  
- Consult Reading Guide #20 (CAMS) |
Thur: Mar 17  Submit:  Quiz #5 (28) and Workbook: Exercise 29  
Exercise: Correct Workbook: Exercise 29  
Lecture: Mounce Text chapter 30  
Assign:  ❑ Study for Quiz #6 (29)  
        ❑ Complete and submit Quiz #6 (29) (CAMS)  
        ❑ Complete and submit Workbook: Exercise 30  

March 21-25  Reading Week: NO CLASSES SCHEDULED  

Tues: Mar 29  (Longer Class: 1.75 hr)  Submit:  Quiz #6 (29) and Workbook: Exercise 30  
Exercise: Correct Workbook: Exercise 30  
Assign:  ❑ Study for Exam #2 (1-30)  
        ❑ Complete (optional) Workbook: Review #6  

Thur: Mar 31  (Shorter Class: 1.25 hr)  Due:  Exam #2: Text and Workbook 1-30  
Assign:  ❑ Read Text chapter 31  
        ❑ Consult Reading Guide #21 (CAMS)  

Tues: Apr 5  Lecture: Mounce Text chapter 31  
Assign:  ❑ Complete and submit Workbook: Exercise 31  
        ❑ Read Text chapter 32  
        ❑ Consult Reading Guide #22 (CAMS)  

Thur: Apr 7  Submit:  Workbook: Exercise 31  
Exercise: Correct Workbook: Exercise 31  
Lecture: Mounce Text chapter 32  
Assign:  ❑ Study for Quiz #7 (31)  
        ❑ Complete and submit Quiz #7 (31) (CAMS)  
        ❑ Complete and submit Workbook: Exercise 32  
        ❑ Read Text chapter 33  
        ❑ Consult Reading Guide #23 (CAMS)  

Tues: Apr 12  Submit:  Quiz #7 (31) and Workbook: Exercise 32  
Exercise: Correct Workbook: Exercise 32  
Lecture: Mounce Text chapter 33  
Assign:  ❑ Study for Quiz #8 (32)  
        ❑ Complete and submit Quiz #8 (32) (CAMS)  
        ❑ Complete and submit Workbook: Exercise 33  
        ❑ Read Text chapters 34-35  
        ❑ Consult Reading Guide #24 (CAMS)  

Thur: Apr 14  Submit:  Quiz #8 (32) and Workbook: Exercise 33  
Exercise: Correct Workbook: Exercise 33  
Lecture: Mounce Text chapters 34-35  
Assign:  ❑ Study for Quiz #9 (33)  

NOTE: Assignment Continued on Next Page
❑ Complete and submit Quiz #9 (33) (CAMS)
❑ Complete and submit Workbook: Exercises 34-35
❑ Read Text chapter 36
❑ Consult Reading Guide #24 (CAMS)

Tues: Apr 19
Submit: Quiz #9 (33) and Workbook: Exercises 34-35
Exercise: Correct Workbook: Exercises 34-35
Lecture: Mounce Text chapter 36
Assign: ❑ Complete and submit Workbook: Exercise 36

Thur: Apr 21
Submit: Workbook: Exercise 36
Exercise: Correct Workbook: Exercise 36
Assign: ❑ Study for Quiz #10 (34-36)
❑ Complete and submit Quiz #10 (34-36) (CAMS)
❑ Read handout on Grammatical Analysis

Tues: Apr 26
Submit: Quiz #10 (34-36) and Gram Analysis of Col. 3:18-21
Exercise: Read, translate, and discuss Colossians 3:18-21
Assign: ❑ Study for Final Exam (1-36)
❑ Complete (optional) Workbook: Review #7

Thur: Apr 28
SNOW DAY or OPTIONAL REVIEW SESSION

TBA: Thur: May 5
(Confirmed Later)
Final Exam: Text and Workbook (1-36)

Learning in Community

This Greek class is to exemplify learning in community: a group of individuals working together, respecting and supporting one another, in pursuit of a common purpose. As members of the body of Christ, we bear the greater responsibility to exercise Christian courtesy to one another as well. With this in mind I have set a few basic ground rules that will help us express courtesy and respect for one another:

1. Please make every effort to be on time for class.
2. Please refrain from eating or drinking in the lecture hall and classrooms.
3. Please remove caps/hats during devotionals and prayers.
4. Please be patient and encouraging toward the students who work more slowly.

You are encouraged to form study groups if that will help your learning process. However, please remember that each student’s work must be his/her own. Your integrity before the Lord and before one another is of far greater importance than any grade you may achieve through compromising that integrity. (Article 4, Gordon-Conwell Mission Statement / Community Life Statement)