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 Tuesday, January 29th, to Thursday, May 2nd. 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 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


Classroom Use of Electronic Devices

Students will not access the internet in class, unless instructed by the professor. Surfing the web, checking email, blogging, tweeting, gaming, and other internet-based activities are distracting to classmates and to the professor, and prevent students from fully participating in the class session.

Cell phones/pagers will be turned off during class or, in the case of a pending emergency, may be set to mute/vibration mode (check the manual if you don’t know how to mute your phone).

To protect the professor’s intellectual property rights with regard to classroom content, students will refrain from audio and video recording of classes, as well as audio, video, and written publication (including internet posting and broadcasting) or live transmission of classroom proceedings. In cases where explicit special permission is granted to record a session such permission is extended on a temporary use only: Any recording made is for the private use of the student only and is to be deleted/erased within two weeks of the recording.

Proposed Daily Schedule

<table>
<thead>
<tr>
<th>Tues: Jan 29</th>
<th>Due:</th>
<th><em>Quiz #1 (1-21) Welcome Back Quiz</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture:</td>
<td></td>
<td>Introduction, Syllabus, and Mounce <em>BBG Text</em> chapter 22</td>
</tr>
</tbody>
</table>

NOTE: Assignment Continued on Next Page
### Tues: Jan 29  
(Continued)  
**Assign:**  
- ☐ Read *Syllabus* and Mounce *BBG Text* chapter 22-23  
- ☐ Consult *Reading Guide #13 and #14*  
- ☐ Complete and submit Mounce *Workbook*: Exercise 22  
- ☐ Continue to review Mounce *BBG Text* chapters 1-21

### Thur: Jan 31  
**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)*  
- ☐ Complete and submit *Workbook: Exercise 23*  
- ☐ Read *Text* chapter 24  
- ☐ Consult *Reading Guide #15* (CAMS)

### Tues: Feb 5  
**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)

### Thur: Feb 7  
**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)*  
- ☐ Complete and submit *Workbook: Exercise 25* (CAMS)

### Tues: Feb 12  
(Longer Class: 1.75 hr)  
**Submit:**  
*Quiz #3 (23-24) and Workbook: Exercise 25*  
**Exercise:** Correct *Workbook: Exercise 25*  
**Assign:**  
- ☐ Study for Exam #1 (1-25)  
- ☐ Complete (required) Reading Week Exercises  
- ☐ Complete (optional) *Workbook*: Review #5 (CAMS)

### Thur: Feb 14  
**SNOW DAY or REVIEW SESSION**

### Feb 18–22  
**Reading Week: NO CLASSES SCHEDULED**

### Tue: Feb 26  
(Shorter Class: 1.25 hr)  
**Due:**  
*Exam #1: Text and Workbook 1-25*  
**Assign:**  
- ☐ Read *Text* chapters 26-27  
- ☐ Consult *Reading Guide #17* (CAMS)

### Thur: Feb 28  
**Lecture:** Mounce *Text* chapters 26-27  
**Assign:**  
- ☐ Complete and submit *Workbook: Exercise 27A* (CAMS)
<table>
<thead>
<tr>
<th>Date</th>
<th>Submission</th>
<th>Exercise</th>
<th>Lecture</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 5</td>
<td>Workbook: Exercise 27A</td>
<td>Correct Workbook: Exercise 27A</td>
<td>Mounce Text chapter 28</td>
<td>❑ Complete and submit Workbook: Exercise 27B (CAMS) ❑ Read Text chapter 28 ❑ Consult Reading Guide #18 (CAMS)</td>
</tr>
<tr>
<td>Mar 14</td>
<td>Quiz #5 (28) and Workbook: Exercise 29</td>
<td>Correct Workbook: Exercise 29</td>
<td>Mounce Text chapter 30</td>
<td>❑ Study for Quiz #6 (29) ❑ Complete and submit Quiz #6 (29) (CAMS) ❑ Complete and submit Workbook: Exercise 30</td>
</tr>
<tr>
<td>Mar 19</td>
<td>Quiz #6 (29) and Workbook: Exercise 30</td>
<td>Correct Workbook: Exercise 30</td>
<td>Mounce Text chapter 31</td>
<td>❑ Study for Exam #2 (1-30) ❑ Complete (optional) Workbook: Review #6</td>
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<tr>
<td>Mar 21</td>
<td>Exam #2: Text and Workbook 1-30</td>
<td></td>
<td>Mounce Text chapter 31</td>
<td>❑ Read Text chapter 31 ❑ Consult Reading Guide #21 (CAMS)</td>
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</table>

March 25-29 Reading Week: NO CLASSES SCHEDULED

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 2</td>
<td>Mounce Text chapter 31</td>
<td>❑ Complete and submit Workbook: Exercise 31A (CAMS)</td>
</tr>
</tbody>
</table>
Thur: Apr 4  
Submit: **Workbook: Exercise 31A**  
Exercise: Correct **Workbook: Exercise 31A**  
Assign:  
- Complete and submit **Workbook: Exercise 31B**  
- Read *Text* chapter 32  
- Consult *Reading Guide #22*  

Tues: Apr 9  
Submit: **Workbook: Exercise 31B**  
Exercise: Correct **Workbook: Exercise 31B**  
Lecture: *Mounce Text* chapter 32  
Assign:  
- Study for Quiz #7 (31)  
- Complete and submit *Quiz #7 (31)*  
- Complete and submit **Workbook: Exercise 32**  
- Read *Text* chapter 33  
- Consult *Reading Guide #23*  

Thur: Apr 11  
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)*  
- Complete and submit **Workbook: Exercise 33**  
- Read *Text* chapter 34  
- Consult *Reading Guide #24*  

Tues: Apr 16  
Submit: **Quiz #8 (32) and Workbook: Exercise 33**  
Exercise: Correct **Workbook: Exercise 33**  
Lecture: *Mounce Text* chapters 34  
Assign:  
- Study for Quiz #9 (33)  
- Complete and submit *Quiz #9 (33)*  
- Complete and submit **Workbook: Exercises 34**  
- Read *Text* chapter 35-36  
- Consult *Reading Guide #24*  

Thur: Apr 18  
Submit: **Quiz #9 (33) and Workbook: Exercises 34**  
Exercise: Correct **Workbook: Exercises 34**  
Lecture: *Mounce Text* chapter 35-36  
Assign:  
- Complete and submit **Workbook: Exercise 35-36**  

Tues: Apr 23  
Submit: **Workbook: Exercise 35-36**  
Exercise: Correct **Workbook: Exercise 35-36**  
Assign:  
- Study for Quiz #10 (34-36)  
- Complete and submit *Quiz #10 (34-36)*  
- Read handout on Grammatical Analysis  
Thur:  Apr 25  
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

Tues:  Apr 30  
       SNOW DAY  or  REVIEW SESSION

Wed. May 1*  
(Morning Section)  
9:00 AM – NOON  
Due:  Final Exam: Text and Workbook 1-36 (Option #1)  
* NOTE: tentative date of final exam will be confirmed later.

Thur. May 2*  
(Evening Section)  
6:00 – 9:00 PM  
Due:  Final Exam: Text and Workbook 1-36 (Option #2)  
* NOTE: tentative date of final exam will be confirmed later.

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)