Purpose of the Course within the Curriculum

This course offers students a concise, structured review of the essential grammar, morphology, and vocabulary of New Testament Greek, giving special attention to the syntactical analysis of grammatical forms and functions. This course is intended for students who have completed at least two semesters of Greek study in the past and desire to recover their knowledge of the language for further academic study or greater effectiveness in ministry. Successful completion of this course will fulfill the basic language requirement for Greek-based courses in the curriculum, such as Interpretation of the NT, Intermediate Greek, and the NT exegesis courses.

The Gordon-Conwell curriculum reflects our conviction that accurate interpretation and application of scripture is essential not only for biblical studies, but also for one’s subsequent studies in Christian thought and practical theology, and ultimately for one’s own spiritual growth and ministry. (See articles 1–4, Gordon-Conwell Mission Statement)

Structure of the Course

The class will meet Tuesday and Thursday evenings throughout the Fall term beginning Tuesday, September 10th, and concluding Thursday, December 12th. We will review the whole of Mounce’s text and workbook, Basics of Biblical Greek, in one semester. This course is an accelerated review, not a quick study of Greek for novices. Therefore, you should expect—and be prepared—to work through the material quickly.

The primary responsibility for review lies with the individual students. The professor will guide and encourage the class, as well as provide points of accountability to keep students engaged and on pace with the review, but the professor will not provide the same kind of detailed lectures on grammar that might be expected in GL501/502. The assumption is that students already know that material and just need to review it themselves to regain their facility with it. The professor, however, will provide summary lectures and considerable explanation of grammatical structures and functions encountered in the homework assignments.

Use of Computers and On-Line Resources

Mounce provides valuable resources to the students at his website www.teknia.com. Among the most helpful resources is his Flashworks program for learning vocabulary. I encourage you to explore his website and use the resources within these limits: (1) you are not to consult answers to the homework that may be on his site or other sites on the web; (2) you are not to use the NT either online or hardcopy in completing your homework assignments, except as directed for the occasional assignment; (3) you may use computers or personal electronic devices in class to take notes or consult handouts, but not for reading email, surfing the web, texting, playing games, or otherwise engaging electronic media in ways that distract the instructor, you, or others from what is happening in the class. Cell phones will either be set to silent mode or shut off during class.
Related to use of on-line resources is the matter of consulting old quizzes or exams that may be available online or from students who have previously taken our basic Greek courses. To maintain consistent standards between the learning outcomes of GL501/502 and GL503, the same quizzes and exams may be used among all three courses from year to year. Therefore, it is not appropriate for students to study or view old quizzes or exams unless specifically authorized by the professor. To consult old quizzes or exams or to provide or receive advance information about current quizzes or exams is a violation of academic integrity and will be dealt with accordingly.  
(See pages 82–83, Student Handbook)

Grading

The student’s grade will be determined by four elements: (1) the average of three at-home quizzes (15%), (2) two mid-term exams (25% each), (3) a comprehensive final exam (30%), and (4) homework preparation and recitation in class (5%). 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).

Any daily assignments from the Workbook must be legibly written out and handed in on the day for which it is assigned. Failure to turn in all 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 may be made that will be due at the next assigned class period in addition to the assignment normally due at that time.

NOTE: The key word here is “excusable.” Weekend retreats with the Church Youth Group, leaving early or returning late for holiday travel, and traffic jams are not categorized as “excusable.” Serious injury or illness to you or your family, terrorist lockdowns, ordination exams, births, and deaths are examples of what constitute “excusable.”

Required* and Recommended† Textbooks


Further Bibliographic Resources

Standard Basic Greek Texts


**Intermediate Texts**


**Lexicons**


**Proposed Daily Schedule**

This is a graduate school. Students are expected to assume greater responsibility for their own learning, to attend class unless hindered by illness or emergency, to submit assignments on time, to be ready to participate in class recitation and discussion, and to invest at least three to four hours of disciplined study time for every hour of classroom time. The following schedule will guide you through the daily assignments and pace of the course. Plan your semester accordingly.

<table>
<thead>
<tr>
<th>Tue. Sept. 10</th>
<th>Lecture: Course Introduction, Syllabus, Summary of Chapters 1–4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign:</td>
<td>❑ Read Syllabus and Mounce BBG Text chapters 1–4</td>
</tr>
<tr>
<td></td>
<td>❑ Master the Vocabulary and the Key Grammar Points</td>
</tr>
<tr>
<td></td>
<td>❑ Complete and submit Quiz 00:Intro/Info (CAMS)</td>
</tr>
<tr>
<td></td>
<td>❑ Read preface to Mounce BBG Workbook (p. vii)</td>
</tr>
<tr>
<td></td>
<td>❑ Complete and submit Workbook: Exercises 1–4</td>
</tr>
<tr>
<td></td>
<td>❑ Review English Grammar Terms for nouns (CAMS)</td>
</tr>
<tr>
<td></td>
<td>❑ Read Text chapters 5–7</td>
</tr>
<tr>
<td></td>
<td>❑ Consult Reading Guide #2 (CAMS)</td>
</tr>
</tbody>
</table>
Thur. Sept. 12  
Exercise: Correct Workbook: Exercises 1–4  
Lecture: Summary of Mounce Text chapters 5–7  
Assign:  
☐ Master the Vocabulary and the Key Grammar Points  
☐ Complete Workbook: Exercises 5–7  
☐ Read Text chapters 8–9  
☐ Consult Reading Guides #3–4  

(CAMS)

Tue. Sept. 17  
Exercise: Correct Workbook: Exercises 5–7  
Lecture: Summary of Mounce Text chapters 8–9  
Assign:  
☐ Master the Vocabulary and the Key Grammar Points  
☐ Complete Workbook: Exercises 8–9  
☐ Read (optional Complete) Handout on Adjectives  
☐ Read Text chapters 10–12  
☐ Consult Reading Guides #5–6  

(CAMS)

Thu. Sept. 19  
Exercise: Correct Workbook: Exercises 8–9  
Lecture: Summary of Mounce Text chapters 10–12  
Assign:  
☐ Complete and submit Quiz #1 (1–9)  
☐ Master the Vocabulary and the Key Grammar Points  
☐ Complete Workbook: Exercises 10–12  
☐ Read (optional Complete) Handout on αὐτός  
☐ Read Text chapters 13–14  
☐ Consult Reading Guide #7  

(CAMS)

Tue. Sept. 24  
Due: Quiz #1 (1–9)  
Exercise: Correct Workbook: Exercises 10–12  
Lecture: Summary of Mounce Text chapters 13–14  
Assign:  
☐ Master the Vocabulary and the Key Grammar Points  
☐ Complete Workbook: Exercises 13–14  
☐ Review English Grammar Terms for verbs  
☐ Read Text chapters 15–16  
☐ Consult Reading Guide #8  

(CAMS)

Thu. Sept. 26  
Exercise: Correct Workbook: Exercises 13–14  
Lecture: Summary of Mounce Text chapters 15–16  
Assign:  
☐ Master the Vocabulary and the Key Grammar Points  
☐ Complete Workbook: Exercises 15–16  
☐ Study for Exam #1 (1–16)  
☐ Consult/Complete (optional) Workbook: Reviews #2–3

Tue. Oct. 1  
Due: Exam #1: Text and Workbook 1–16  
Assign:  
☐ Read Text chapter 17–18  
☐ Consult Reading Guides #9–10  
☐ Complete and self-grade Vowel Contractions  

(CAMS)
Thur. Oct. 3  
Lecture:  Summary of Mounce Text chapters 17–18  
Assign:  
- Master the Vocabulary and the Key Grammar Points  
- Complete Workbook: Exercises 17–18  
- Read Text chapter 19–20  
- Consult Reading Guide #11  

Tue. Oct. 8  
Exercise:  Correct Workbook: Exercises 17–18  
Lecture:  Summary of Mounce Text chapters 19–20  
Assign:  
- Master the Vocabulary and the Key Grammar Points  
- Complete Workbook: Exercises 19–20  
- Read Text chapter 21–23  
- Consult Reading Guides #12–14  

Oct. 14–18  
Reading Week:  NO CLASSES SCHEDULED  
NOTE: Even though classes do not meet this week, students are expected to work on Reading Week assignments.  

Tue. Oct. 22  
Due:  Quiz #2 (17–20)  
Exercise:  Correct Workbook: Exercises 21–23  
Lecture:  Summary of Mounce Text chapter 24  
Assign:  
- Master the Vocabulary and the Key Grammar Points  
- Complete Workbook: Exercises 24  
- Read Text chapter 25  
- Consult Reading Guide #16  

Thu. Oct. 24  
Exercise:  Correct Workbook: Exercise 24  
Lecture:  Summary of Mounce Text chapter 25  
Assign:  
- Master the Vocabulary and the Key Grammar Points  
- Complete Workbook: Exercises 25  
- Read Text chapters 26–28  
- Consult Reading Guides #17–18  

Tue. Oct. 29  
Exercise:  Correct Workbook: Exercise 25  
Lecture:  Summary of Mounce Text chapter 26–28  
Assign:  
- Complete and submit Quiz #3 (21–25)  
- Master the Vocabulary and the Key Grammar Points  
- Complete Workbook: Exercises 27–28
Thur. Oct. 31  
**Due:** Quiz #3 (21–25)  
Exercise: Correct Workbook: Exercises 27–28  
Assign:  
- Master the Vocabulary and the Key Grammar Points  
- Read Text chapters 29–30  
- Consult Reading Guides #19–20  
  (CAMS)  

Tue. Nov. 5  
Exercise: Correct Workbook: Exercises 27–28  
Lecture: Summary of Mounce Text chapter 29–30  
Assign:  
- Master the Vocabulary and the Key Grammar Points  
- Complete Workbook: Exercises 29–30  

Thur. Nov. 7  
Exercise: Correct Workbook: Exercises 29–30  
Assign:  
- Study for Exam #2 (1–30)  
- Consult/Complete (optional) Workbook: Reviews #4–6

Nov. 11–15  
Reading Week: NO CLASSES SCHEDULED  
**NOTE:** Even though classes do not meet this week, students are expected to work on Reading Week assignments.

Tue. Nov. 19  
**Due:** Exam #2: Text and Workbook 1–30  
Assign:  
- Read Text chapter 31  
- Consult Reading Guide #21  
  (CAMS)  

Thur. Nov. 21  
Lecture: Summary of Mounce Text chapter 31  
Assign:  
- Master the Vocabulary and the Key Grammar Points  
- Complete Workbook: Exercises 31  
- Read Text chapter 32  
- Consult Reading Guide #22  
  (CAMS)  

Tue. Nov. 26  
Exercise: Correct Workbook: Exercises 31  
Lecture: Summary of Mounce Text chapter 32  
Assign:  
- Master the Vocabulary and the Key Grammar Points  
- Complete Workbook: Exercises 32  
- Read Text chapter 33  
- Consult Reading Guide #23  
  (CAMS)  

Nov. 28-29  
Thanksgiving Holiday: NO CLASSES SCHEDULED

Tue. Dec. 3  
Exercise: Correct Workbook: Exercises 32  
Lecture: Summary of Mounce Text chapter 33  
Assign:  
- Master the Vocabulary and the Key Grammar Points  
- Complete Workbook: Exercises 33  
- Read Text chapters 34–36  
- Consult Reading Guide #24  
  (CAMS)
Learning in Community

This Greek class is to exemplify adult learning in community: an adult group working together, respecting and supporting one another, in pursuit of a common goal. 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 one another is of far greater importance than any grade you may achieve through compromising that integrity.

(See article 4, Gordon-Conwell Mission Statement and Community Life Statement)