

GRK 2007 – Biblical Greek I

3 Units, Fall 2023

Meeting days: Monday, Wednesday, Friday	Instructor: Dr. Kara Lyons-Pardue, a.k.a. “Didaskalos”
Meeting times: 10:55 A.M. – 12:05 P.M.	Phone: (619) 849-2989 Office: Smee 203
Location: Smee Wesleyan Center Classroom	E-mail: karalyons-pardue@pointloma.edu
Final Exam: Fri, Dec 15, 10:30 A.M. – 1:00 P.M.	Open Office: Mon, 1:00 – 2:30 P.M. (or by appt.)

PLNU Mission

To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

FOUNDATIONAL EXPLORATIONS MISSION (FE/GE)

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world’s diverse societies and culture.

COURSE DESCRIPTION

A linguistic approach to the language of the New Testament providing students with sufficient knowledge to read selected passages from the Greek New Testament with the use of a grammar and lexicon [w/completion of GRK 2008].

COURSE LEARNING OUTCOMES

Upon completion of the course, you will be able to ...

1. Reproduce the basic building blocks of the noun and verb systems of Koinē Greek.
2. Translate (without aid) the vocabulary words that are most common in the Greek New Testament, accounting for more than 75% of all the total word-occurrences.
3. Interpret simple passages from the Greek NT with the aid of grammatical and lexical resources.
4. Apply knowledge of biblical Greek to questions of theology and praxis in NT exegesis and ministry.

REQUIRED TEXTS AND RECOMMENDED RESOURCES

REQUIRED TEXTS

1. *Reader’s Greek New Testament*, 3rd Edition ISBN: 9780310516804
2. William D. Mounce, *Basics of Biblical Greek Grammar*, 4th Edition ISBN: 9780310537434
3. William D. Mounce, *Basics of Biblical Greek Workbook*, 4th Edition ISBN: 9780310537472

OPTIONAL TEXTS AND TOOLS

1. *Nestle-Aland Novum Testamentum Graece*, 28th Ed. ISBN: 978-1619700307
2. *Basics of Biblical Greek Vocabulary Cards*, 2nd Edition ISBN: 9780310598763
3. *Biblical Greek Laminated Sheet*, 5th Edition ISBN: 9780310262947

ASSESSMENT AND GRADING

Grades are assigned out of 1,000 possible points, BUT if points shift, the weighted percentage (%) remains:

Daily Work	150 points	(15%)	Unit Tests (3 x 100 pts.)	300 points	(30%)
↳ 4 of 5 <u>✓up</u> Online Tests	↳ [80 points]				
↳ Attendance & Group participation	↳ [70 points]				
10 (of 12) Vocab. Quizzes	150 points	(15%)	Final Vocabulary Exam	100 points	(10%)
10 Building Block Quizzes	100 points	(10%)	Final Exam (Comprehensive)	200 points	(20%)

Grade Expectations: Koinē Greek is a difficult language for students to learn, but most undergraduate Greek students who elect to take the course are especially motivated. The average grade in the class will likely be a B. Because of the heavy memorization component and quick pace of the course, quizzes will frequently incorporate the possibility for extra credit.

Letter grades will be determined according to the following scale:

Points	Grade	Points	Grade
93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	59% and below	F

Daily Work (Assessed by Attendance/Group-Participation & Online ✓up tests): With the exception of serious illness or school-excused absences, understanding Greek relies on regular class attendance. Thus, 50 points of the student’s grade will be awarded for on-time **attendance**. 30 points will be for regular **group study meetings outside of class** and **group participation in class**. The work that results in skilled translation of Greek is not glamorous. It is the day-in-day-out studying, reading the textbook, listening, participating, explaining to one another, being held accountable, and taking notes in class, thoroughly completing the workbook and translation assignments (“Wkbk” and “GNT”), and asking questions. Learning an ancient language like Greek is more like playing a sport or musical instrument than like learning chemistry or taking a literature class. Sure, you can cram or fake your way through *one* day’s tasks—asking a friend for the answers is the equivalent to only doing push-ups when the coach’s eyes are on you or playing an instrument quieter to divert attention—but there is NO faking the final result. In Greek, this requires the continuous accumulation of skills that results in a thorough understanding of grammar, vocabulary, and an ability to translate. To ensure that you are progressing in integrating your knowledge (not just scraping by day by day) you will have **5 online mini-tests (the ✓up tests)** for self-assessment and for a grade (top 4 will count). Reviewing the homework exercises from the *Workbook*, which correspond to the chapters in the *Grammar* (listed as “Mounce Ch. ”), will constitute a significant portion of class time each day. Evaluating, correcting, and asking questions are necessary steps in learning an ancient language. Each of us will mess up sometimes: that’s how growth happens. Come prepared: Homework and textbook reading are nearly every day, according to the calendar below. *We will follow **Track 2** in the textbook’s sequence. Failure to keep up with homework daily will result in likely failure and frustration; Learning Greek requires daily work. *Fulfills Outcomes #1-4.*

Vocabulary Quizzes (vocQ): To truly use a language, some things must be memorized. Greek is “old school” that way. You’ll never have joy in reading Greek if you are constantly googling or fumbling with an app because you sort of get how it works, but don’t have any words or grammar committed to memory. By the course’s end, students will be responsible for every vocabulary word in chs. 4-24 of Mounce’s *Grammar* (unevenly) divided into twelve weekly quizzes. Any vocabulary word from a previous chapter is eligible on a vocabulary quiz: Review is essential. *Only the student’s top 10 vocabulary quiz scores will be kept. *Fulfills Outcome #2.*

Building Block Quizzes (BBQ): Remember what I said about memorizing? The material covered in these quizzes is so basic to Greek translation that it must be mastered. Only perfect scores on building block quizzes will be accepted for a student's grade; this is the foundation for further Greek comprehension. 1 pt. extra credit is awarded to students who reproduce the building block perfectly on the first try. Retake-opportunities are provided to students who require them; students must pass the quiz within two weeks of the first quiz. There will be three Review Pop Quizzes over previous **BBQ** material later in the semester (partial credit will be awarded on these): Review is essential. *Fulfills Outcome #1.*

Unit Tests: Due to the volume of material covered in an introductory language course, three unit tests will be administered, as outlined in the course schedule below. The logic behind frequent tests is twofold: (1) keeping students accountable to study and maintain Greek knowledge; (2) allowing the instructor to evaluate comprehension levels and to locate gaps in students' understanding for further focus. *Fulfills Outcomes #1-3.*

Final Vocabulary Exam covers words from Mounce's *Grammar* chs. 4-24 in class **Mon., Dec. 4.** *Fulfills Outcome #2.*

Final Exam: Any material covered in the course is eligible for inclusion on the comprehensive final exam. The GRK 2007 Final will be given **Fri, Dec 15, 10:30 A.M. – 1:00 P.M.** *Fulfills Outcomes #1-4.*

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in Christian faith. Please contact the [Office of Spiritual Development](#) as needed.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using

the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

ARTIFICIAL INTELLIGENCE (AI) POLICY

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality. You may report an incident(s) using the [Bias Incident Reporting Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Course-specific Policy: New concepts and review of previous material, quizzes, review of *Workbook* and translation homework, and explanation of new material will constitute almost every class session. Student participation requires sharing translations and answering questions in class. **Absences will directly impact the student's grade.** Only Provost-approved absences will be eligible for make-up work. *In this course, quizzes missed for non-approved reasons cannot be made up.* **Regular study outside of class is crucial for success in Greek.** A minimum of 2 hours of study will be required preparation for each hour spent in class. Invest time in Greek learning daily.

USE OF TECHNOLOGY

Students may consider using certain types of technology to aid their learning outside of class, although be cautious. In class, the tools for learning Koinē Greek will remain much the same as they have for thousands of years: repetition, translation practice, and teacher-coached exploration of new verbal concepts. Students should bring their grammar, Greek NT, and workbook to each class session (and Greek New Testament often). If a student is in need of technological resources, please contact student-tech-request@pointloma.edu.

COURSE SCHEDULE AND ASSIGNMENTS

The professor retains the right to adjust due-dates and assignments in ways that benefit students and the course's flow.

Key:

BBQ = Building Block Quiz (to be taken in class)

vocQ = Vocabulary Quiz (online; due 11:59pm)

✓up = Online **✓up** Quiz (online; due 11:59pm)

□ = Indicates a workbook (or homework) assignment due

R = Indicates a textbook reading due

✦ TEST = Test (planned for in-class)

📺 = Indicates supplementary teaching videos available

wk	Unit	Date	Class Topics (<i>italics</i>) and Assignments (due the day listed)
1	Intro.	M, Aug 28 W, Aug 30 F, Sept 1 	M: <u>In class:</u> <i>COURSE OVERVIEW, Greek Alphabet</i> W: <u>Before class:</u> R Mounce Section Overview 1 (p. 1) and Chs. 1–3 <u>In class:</u> <i>Pronunciation, Punctuation, Syllables;</i> BBQ1 – Alphabet F: <u>Before class:</u> R Mounce Ch. 4; □ <u>Wkbk. 4</u> <u>In class:</u> <i>English Grammar Review; Practice Reading Aloud</i>
2	N O U N S	M, Sept 4 W, Sept 6 F, Sept 8 	M: NO CLASS; LABOR DAY HOLIDAY W: <u>Before class:</u> R Mounce Section Overview 2 & Ch. 5 □ Complete <u>English Grammar Worksheet</u> <u>In class:</u> * vocQ1 (Chs. 4, 6); <i>Nouns: Definite article, Cases</i> F: <u>Before class:</u> R Mounce Ch. 6; □ <u>Wkbk.6</u> (Parsing, Warm-up, Trans. [evens]) <u>In class:</u> <i>Genitive, Dative</i> *Bring <u>Greek NT</u>

3	N O U N S	M, Sept. 11	M: Before class: R Mounce Ch. 7; <input checked="" type="checkbox"/> up Online Mini-Test #1 (due before class time) In class: vocQ2 (Chs. 7-8); <i>Reviewing Noun Cases; Learn εἰμί chart</i>
		W, Sept. 13	W: Before class: <input type="checkbox"/> <u>Wkbk.7</u> (Evens: Pars., W-up, Trans., Add. #14)
		F, Sept. 15	In class: BBQ2 – Definite Article; Prepositions; Learn εἰμί chart F: Before class: R Mounce Ch. 8; <input type="checkbox"/> <u>Wkbk. 8</u> (Pars., W-up, Trans. [evens], Add. #15) In class: <i>Adjectives</i>
4		M, Sept 18	M: Before class: R Mounce Ch. 9; <input type="checkbox"/> <u>Wkbk.9</u> (Pars., W-up, Trans. [evens], Add. #17) In class: vocQ3 (Ch. 9); <i>Adjectives & translating noun phrases</i>
		W, Sept 20	W: Before class: Watch at least 2 videos for review; [Start <input checked="" type="checkbox"/> up Online Mini-Test #2]
		F, Sept 22	In class: BBQ3 – εἰμί; In class: *Bring Greek NT F: Before class: <input type="checkbox"/> <u>Wkbk.Review #1</u> (ALL) & <u>Review #2</u> (Grammar: #1-4; Pars. #1-10) In class: <i>REVIEW, Q&A</i>
5		M, Sept 25	M: Before class: <input checked="" type="checkbox"/> up Online Mini-Test #2 (due before class); <input type="checkbox"/> <u>Wkbk. Review #2</u> (Grammar: #5-9; Trans. Pick 3 vv.)
		W, Sept 27	In class: vocQ4 (Ch. 16); <i>REVIEW, Q&A</i>
		F, Sept 29	W: In class: <input checked="" type="checkbox"/> TEST 1: NOUNS (Chs. 4–9) <input checked="" type="checkbox"/> Group Meeting Report 1 Due F: Before class: R Mounce Section Overview 4 & Chs. 15-16 In class: <i>Introduction to Greek Verbs; LEARN λύω CHART; *Bring Wkbk.</i>
6	V E R B S	M, Oct 2	M: Before class: <input type="checkbox"/> <u>Wkbk.16</u> * TRACK 2 (Pars. #1-5, Trans, #1-6) In class: vocQ5 (Chs. 17-18); <i>Present Active Indicative; Verbs, cont'd</i>
		W, Oct 4	W: Before class: <input type="checkbox"/> <u>Wkbk.16</u> ^{T2} (Parsing #6-10, Trans. #7-10, Add. #13-20, Eng. to Greek)
		F, Oct 6	In class: <i>Contract Verbs; MORE λύω PRESENT CHART</i> F: Before class: R Mounce Ch. 17; <input type="checkbox"/> <u>Wkbk.17</u> ^{T2} (Pars,W-up;Trans) In class: <i>Present Middle/Passive; BBQ4 – λύω Present</i>
7		M, Oct 9	M: Before class: R Mounce Ch. 18; <input type="checkbox"/> <u>Wkbk.18</u> ^{T2} (Pars., Trans.[evens], Add.#14-18) In class: vocQ6 (Ch. 21) <i>Imperfect Indicative; LEARN λύω IMPERFECT CHART</i>
		W, Oct 11*	W*: Before class: <input checked="" type="checkbox"/> up Online Mini-Test #3 (due before class time); R Mounce Ch. 21; <input type="checkbox"/> <u>Wkbk.21</u> (Parsing, Warm-up, Trans. [odds])
		F, Oct 13	Asynchronous classwork: Active work through teaching videos on <i>Present and Imperfect Verbs translation & wrap-up</i> F: Before class: <input type="checkbox"/> <u>Wkbk. Review #3</u> ^{T2} (p.108: #7, 8, 9; p.109: Pars. #1-6 & vv. 5-6) In class: <i>REVIEW, Q&A; Discuss Ch. 10 vocab.; BBQ5 – λύω Imperfect</i>

wk	Unit	Date	Class Topics (<i>italics</i>) and Assignments (due the day listed)
8	(VERBS cont'd)	M, Oct 16* W, Oct 18* F, Oct 20	<p>M: <u>Before class:</u> <input type="checkbox"/> Wkbk. Review #3^{T2} (pp.109-110: Pars. #7-15 & Trans. vv. 1:5-10)</p> <p><u>Asynchronous classwork:</u> ONLINE:VOCQ7 (Ch. 10*) Active work through teaching videos on τις / τι CHART</p> <p>W: <u>Before class:</u> R Mounce Section Overview 3 to look ahead beyond Fall Break.</p> <p><u>Study session:</u> Practice translations; Review teaching videos </p> <p>F: NO CLASS – FALL BREAK</p>
9	A D V A N C E D N O U N S	M, Oct 23 W, Oct 25 F, Oct 27	<p>M: <u>Before class:</u> <input type="checkbox"/> Wkbk. Review #3^{T2} (pp.109-110: Trans. vv. 1:5-10)</p> <p><u>In class:</u> ✦ TEST 2: VERBS (Chs. 15–18, 21) <input checked="" type="checkbox"/> Group Meeting Report 2 Due</p> <p>W: <u>Before class:</u> R Mounce Section Overview 3 & Ch. 10</p> <p><u>In class:</u> vocQ8 (Chs. 11-12); <i>Third Declension</i></p> <p>F: <u>Before class:</u> <input type="checkbox"/> Wkbk.10^{T2} (All Parsing & Translation)</p> <p><u>In class:</u> BBQ6 – τις / τι; 1st & 2nd Personal Pronouns</p>
10		M, Oct 30 W, Nov 1 F, Nov 3	<p>M: <u>Before class:</u> R Mounce Ch. 11; <input type="checkbox"/> Wkbk.11^{T2} (Pars., Trans.[evens], Eng. to Gk.)</p> <p><u>In class:</u> vocQ9 (Chs. 13-14); <i>Other uses of αὐτός</i></p> <p>W: <u>Before class:</u> R Mounce Ch. 12; <input type="checkbox"/> Wkbk.12^{T2} (Parsing [odds], Trans. #6-10, Add. #13, 17, English to Greek)</p> <p><u>In class:</u> <i>Advanced Nouns Check-In</i>; *Bring Greek.NT.</p> <p>F: <u>Before class:</u> <input checked="" type="checkbox"/> up Online Mini-Test #4 (due before class time)</p> <p><u>In class:</u> BBQ7 - Personal Pronoun; <i>Demonstrative Pronouns/Adjectives</i>; *Bring Greek.NT.</p>
11		M, Nov 6 W, Nov 8 F, Nov 10	<p>M: <u>Before class:</u> R Mounce Ch. 13; <input type="checkbox"/> Wkbk.13^{T2} (Evens: Parsing, Warm-up, Trans.)</p> <p><u>In class:</u> vocQ10 (Ch. 19); <i>Relative Pronoun</i> >> Warning: Pop BBQ possible >></p> <p>W: <u>Before class:</u> R Mounce Ch. 14; <input type="checkbox"/> Wkbk.14^{T2} (Evens: Parsing, Warm-up, Trans.);</p> <p><u>In class:</u> <i>Adv. nouns wrap-up; Introduce Future Tense</i></p> <p>F: <u>Before class:</u> R Mounce Ch. 19; <input type="checkbox"/> Wkbk.19^{T2} (Parsing, Warm-up, Trans. [all])</p> <p><u>In class:</u> <i>Liquid and other forms of Future</i></p>

Wk	Unit	Date	Class Topics (<i>italics</i>) and Assignments (due the day listed)
12	M O R E V E R B S	M, Nov 13	M: Before class: ✓ up Online Mini-Test #5 (due before class time) In class: vocQ11 (Chs. 20, 22) → Receive Take Home Test 3, DUE Mon, Nov 21
		W, Nov 15	W: Before class: R Mounce Ch. 20; <input type="checkbox"/> Wkbk.20 ^{T2} (Pars., W-up, Trans. [all]) In class: REVIEW, Q&A *Bring Greek NT
		F, Nov 17* 	F: Before class: <input type="checkbox"/> Wkbk. Rev. #4 ^{T2} (pp. 140-3: Gram. #4,6-12; Pars. odds; Trans. Pick 3 vv.) *Asynch. classwork: Watch teaching videos  on Aorist Verbs; 1 st and 2 nd Aorist
13		M, Nov 20*	M: By end of class: ✦ TEST 3: Take Home (Chs. 10-14, 19-20) DUE <input checked="" type="checkbox"/> Group Meeting Report 3 Due
		W, Nov 22	W & F: NO CLASS – THANKSGIVING RECESS <i>Over Thanksgiving break: Review vocabulary for Vocabulary Final (coming Dec. 4)</i>
		F, Nov 24	
14		M, Nov 27	M: Before class: R Mounce Ch. 22; <input type="checkbox"/> Wkbk.22 (Pars., W-up, Trans. [#1-3]) In class: vocQ12 (Chs. 23-24); Aorist, cont'd
		W, Nov 29	W: Before class: <input type="checkbox"/> Wkbk.22 (Trans. #4-10, 14-15) In class: First Aorist Active/Middle Indicative
		F, Dec 1 	F: Before class: R Mounce Ch. 23; <input type="checkbox"/> Wkbk.23 (Parsing, Warm-up, Trans. [all]) In class: Aorist and Future Passive Indicative; VOCABULARY REVIEW
15	W R A P U P	M, Dec 4	M: Before class: Study ALL vocabulary
		W, Dec 6	In class: ✦ VOCABULARY FINAL (Chs. 4–24)
		F, Dec 8 	W: Before class: R Mounce Ch. 24; <input type="checkbox"/> Wkbk.24 (Parsing, Warm-up, Trans. [all]) In class: TRANSLATION AND REVIEW *Bring Greek NT F: Before class: <input type="checkbox"/> Wkbk. Review #5 (p. 162: #5-7; #Parsing 1-5; Pick at least 4 vv.) In class: TRANSLATION AND REVIEW *Bring Greek NT <input checked="" type="checkbox"/> Group Mtg. Report 4 Due
FA23 FINAL EXAMINATION WEEK: DECEMBER 11-15			✦ GREEK I FINAL EXAM: Fri, Dec 15, 10:30 A.M. – 1:00 P.M.