



School of Theology and Christian Ministry

GRK 2008 – Biblical Greek II

4 Units, Spring 2024

Monday, Wednesday, Friday, 12:15 – 1:20 P.M., Smee Wesleyan Center Classroom

Final Exam: Monday, April 29, 10:30 A.M. – 1:00 P.M.

Instructor: Dr. Kara Lyons-Pardue, a.k.a. “Didaskalos”

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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.

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 [in follow-up to GRK 2007].

COURSE LEARNING OUTCOMES

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

1. Translate (without aid) the vocabulary words occurring more than 25 times in the Greek New Testament.
2. Identify and explain the syntax of New Testament Greek’s non-indicative moods.
3. Interpret passages from the Greek New Testament with the aid of grammatical and lexical resources.
4. Express the value of knowing Greek for biblical exegesis and ministry.

REQUIRED & OPTIONAL TEXTBOOKS AND TOOLS

REQUIRED TEXTS

(Repeated from Fall semester)

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

(NEW to you in Spring semester)

4. Danker and Krug, *Concise Greek-English Lexicon of the New Testament* (U.Chi, 2009). ISBN: 9780226136158

OPTIONAL TEXTS AND TOOLS

1. *Nestle-Aland Novum Testamentum Graece*, 28th Ed. ISBN: 978-1619700307
2. Bruce M. Metzger, *Lexical Aids for Students of New Testament Greek* (Baker, 1998). ISBN 97800801021800

3. Basics of Biblical Greek Vocabulary Cards, 2nd Edition ISBN: 9780310598763

4. Walter Bauer, Frederick William Danker, et al, *A Greek-English Lexicon of the New Testament and Other Early Christian Literature* (3rd Ed.; University of Chicago Press, 2001). ISBN 0226039331

Assessment and Grading

Grades are assigned based on points, but note the percentage [%] distribution per grading category:

Vocabulary	30%	Homework & Attendance	15%
↳ Vocab. Refresher Mini-Test	↳ 50 points	↳ Attendance & Preparation	↳ 80 points
↳ 10 (of 12) Vocab. Quizzes	↳ 10 x 15 points	↳ Study + Enrichment	↳ 40 points
↳ Vocabulary Final	↳ 100 points	↳ 3 ✓ups	↳ 3 x 30 points
Unit Tests (2 x 150 points)	30%	Final Exam (Comprehensive)	25%

Grade Expectations: Koinē Greek is a difficult language for students to learn, but most undergraduate Greek students who elect to take the course are quite motivated. The average grade in the class will likely be a B. Extra credit is built in.

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

Vocabulary: The ongoing ability to translate and comprehend Greek is contingent on the ready knowledge of vocabulary. This component is worth 30% of the student's grade and will consist of three primary parts:

- 1) **Vocabulary Refresher Mini-Test**, 50 points – Given at the start of the semester, this mini-test of 54 terms requires review of all vocabulary from Mounce Chs. 4-24, chapters that were covered in GRK 2007;
- 2) **Vocabulary Weekly Quizzes (vocQ)**, 15 points each; 150 points total – The vocabulary surveyed will include Mounce Chs. 25-36 along with all the terms used 25-49 times in the NT, as found in Metzger's *Lexical Aids* textbook. *The student's two lowest quiz scores will be dropped;
- 3) **Vocabulary Final**, 100 points – A cumulative final of all vocabulary words covered in the year-long GRK 2007 and GRK 2008 sequence, given in the last week of class. *Fulfills Outcomes #1-4.*

Weekly Homework, Participation, and Attendance: Without regular and thorough practice, any knowledge of Greek is fleeting and the language will only frustrate. A *minimum* of two hours of study is required for every hour of class time. This semester, daily homework will be a mix of Workbook exercises and focused translation assignments. The student must keep a **notebook** devoted to her/his translation exercises, clearly labeled and organized for easy access, review, and grading spot-checks. Read the course schedule below very *carefully*.

- 1) **Attendance & Participation:** 40 points are based on class attendance, demonstrated preparation, and participation. Significant point deductions for >2 unexcused absences. 40 points hang on students attending class prepared, having worked on passage translations and workbook (penalties start to accrue when instances of obvious lack of preparation exceed 2x). See Canvas for more specifics;
- 2) **Study + Enrichment:** From a menu of options, including group study, students should enrich their Greek learning outside of class time. 40 points total can be collected various ways outlined on Canvas; and

3) **Check-ups** (90 pts): There 3 **✓ups** are grammar and parsing quizzes (30 pts. each). Students may retake these as many times as desired within the established availability and due dates. *Fulfills Outcome #3.*

Unit Tests: Due to the volume of material covered in an introductory language course, two unit tests (worth 150 pts. each) will be administered as outlined in the course schedule below. *Fulfills Outcomes #1-3.*

Final Comprehensive Translation Exam: Any material covered in the course is eligible for inclusion on the comprehensive final exam. The majority of the exam will be a previously unseen passage for translation, with use of lexical and grammatical aids. *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.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. **Course Policy:** A late assignment will be penalized an automatic -10% deduction for every 24-hour period past the due date.

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 Life and Formation](#) as needed.

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.

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](#).

INCLUSIVE LANGUAGE

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like "man" or "mankind" or the pronoun "he," should not be used to refer to all humans. Instead "humanity," "humans," and "he or she" better acknowledge women as full persons. Papers submitted with exclusive language will receive a point deduction (minor, but an incentive to be attentive).

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 drop 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-excused or EAC-mandated absences will be eligible for make-up work. *In this course, quizzes missed for non-approved reasons cannot be made up.* This is why students may drop a couple of their lower-scoring quizzes. **Regular study outside of class will be crucial for success in Greek.** A minimum of 2 hours of study will be required preparation for each hour spent in class; time should be invested 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 prof. retains the right to adjust due-dates & assignments in students' favor.)

Key: **R** = Indicates a textbook reading due by class time = Indicates workbook (or homework) assignment due
 = Videos available for learning (supplementary or required) **✓up** = Online **✓up** Quiz (details listed in schedule)
vocQ = Vocabulary quiz (in class) **✦ TEST** = Test (to be taken in class)

Wk	Unit	Date	Class Topics (<i>italics</i>) and Assignments
1	INDICATIVE MOOD	M, Jan. 8	M: <i>COURSE OVERVIEW</i>
		W, Jan. 10	✦ Vocabulary Refresher Mini-Test Online (50 pts; Mounce Chs. 4-24)
		F, Jan. 12	W: <u>Before class:</u> <input type="checkbox"/> Translate Mark 1:1-3; <input type="checkbox"/> Watch teaching videos on use of lexicons <u>In class:</u> <i>Review noun system</i>
2	Intro. & finishing the	M, Jan. 15	M: NO CLASS – Martin Luther King, Jr. Day
		W, Jan. 17	W: <u>Before class:</u> R Mounce Ch. 25; <input type="checkbox"/> <u>Wkbk. 25</u> (all Pars., Trans. 1-5); <input type="checkbox"/> Trans. John 1:15-16
		F, Jan. 19	<u>In class:</u> vocQ1 (Mou.Chs. 25; Metzger: Occ. 46-49 through <i>σπείρω</i>); <i>Perfect Tense</i> F: <u>Before class:</u> <input type="checkbox"/> <u>Wkbk. 25</u> (all W-up, Trans. 6-10); <input type="checkbox"/> Trans. John 1:17-18 <u>In class:</u> <i>Intro. to Non-indicative moods, esp. Participles</i> [take home worksheet]
3	PARTICIPLES	M, Jan. 22	M: <u>Before class:</u> R Mounce 26 & 27; <input type="checkbox"/> Participle Worksheet
		W, Jan. 24	<u>In class:</u> vocQ2 (Mou.Ch. 27; Metz.: Occ. 46-49 <i>σωτηρία</i> to end); <i>Present Adverb.</i>
		F, Jan. 26	W: <u>Before class:</u> <input type="checkbox"/> <u>Wkbk. 27</u> (Pars. & Warm-Up) & <input type="checkbox"/> Trans. Matt. 11:18-19 <u>In class:</u> <i>Aorist Adverbial Participles</i> F: <u>Before class:</u> <input type="checkbox"/> <u>Wkbk. 27</u> (all Translation; Add. #13, 14) <u>In class:</u> <i>Adverbial Participle Usage</i>
4	PARTICIPLES	M, Jan. 29	M: <u>Before class:</u> R Mounce 28; <input type="checkbox"/> <u>Wkbk. 28</u> (all Pars., W-up; Trans. #1-6) & <input type="checkbox"/> Trans. Luke 1:60-61; 2:20
		W, Jan. 31	<u>In class:</u> vocQ3 (Mou.Chs. 28-29; Metzger: Occ. 42-45 through <i>εὐλογέω</i>)
		F, Feb. 2	W: <u>Before class:</u> ✓up #1 Online ; <input type="checkbox"/> Rom 3:23-24 & <input type="checkbox"/> <u>Wkbk. 28</u> (Trans. #7-10, Add. #19) <u>In class:</u> <i>Adjectival Participles</i> F: <u>Before class:</u> R Mounce 29; <input type="checkbox"/> Trans. Heb. 11:1 & <input type="checkbox"/> <u>Wkbk. 29</u> (Pars., Warm-up; Trans. #1-4) <u>In class:</u> <i>Adjectival Participles, continued</i>

Wk	Unit	Date	Class Topics (<i>italics</i>) and Assignments
5	PARTICIPLES, cont.	M, Feb. 5 W, Feb. 7 F, Feb. 9	<p>M: <u>Before class:</u> <input type="checkbox"/> <u>Wkbk. 29</u> (Trans. #5-10; Add. #19) & <input type="checkbox"/> <u>Translate Mark 11:9-10</u></p> <p><u>In class:</u> vocQ4 (Mou.Ch. 30; Metzger: Occ. 42-45 θαυμάζω to end); <i>Perfect Participles and Genitive Absolutes</i></p> <p>W: <u>Before class:</u> R Mounce 30; <input type="checkbox"/> <u>Trans. Mark 1:7-8; Acts 1:9</u> & <input type="checkbox"/> <u>Wkbk. 30</u> (Pars, W-up; Trans. #1-10)</p> <p><u>In class:</u> <i>Wrap-up Participles; Receive note card</i></p> <p>F: <u>Before class:</u> <input type="checkbox"/> <u>Wkbk. Review #6</u> (Gram.#1-2, 4; Parsing #1-5; <i>at least</i> Mark 1:11-15 in Translation)</p> <p><u>In class:</u> <i>Review</i></p>
6	SUBJUNCTIVE MOOD + INFINITIVES	M, Feb. 12 W, Feb. 14 F, Feb. 16 <input type="checkbox"/> <input type="checkbox"/>	<p>M: <u>Before class:</u> <input type="checkbox"/> <u>Wkbk. Review #6</u> (Parsing #6-10 & <i>more</i> in Translation); Prep card</p> <p><u>In class:</u> ✨ TEST 1: PERFECT TENSE & PARTICIPLES (Chs. 25–30)</p> <p>W: <u>Before class:</u> Study vocabulary</p> <p><u>In class:</u> vocQ5 (Metzger: Occ. 38-41 through πάντοτε); <i>Intro. to Subjunctives</i></p> <p>F: <u>Before class:</u> R Mounce 31; <input type="checkbox"/> <u>Translate John 11:7; 1 John 2:28; 5:16</u></p> <p><u>In class:</u> <i>Translating the Subjunctive Mood</i></p>
7		M, Feb. 19 W, Feb. 21 F, Feb. 23 <input type="checkbox"/> <input type="checkbox"/>	<p>M: <u>Before class:</u> <input type="checkbox"/> <u>Wkbk. 31</u> (Pars. & Trans., all); <input type="checkbox"/> <u>Translate Matt 1:22</u></p> <p><u>In class:</u> vocQ6 (Mou.Ch. 31; Metzger: Occ. 38-41 παραγίνομαι to end; Occ. 34-37 through ἐμμαντοῦ); <i>Reviewing Non-Indicative Mood</i></p> <p>W: <u>Before class:</u> <input type="checkbox"/> <u>Wkbk. 31</u> (Trans.# 6-10); <input type="checkbox"/> <u>Translate 1 Cor 13:1-3</u></p> <p><u>In class:</u> <i>Introducing Infinitives</i></p> <p>F: <u>Before class:</u> R Mounce Ch. 32; <input type="checkbox"/> <u>Wkbk. 32</u> (Pars, W-Up), & <input type="checkbox"/> <u>Acts 11:15-17</u></p> <p><u>In class:</u> <i>Words used with the Infinitive</i></p>
8		M, Feb. 26 W, Feb. 28 F, Mar. 1 <input type="checkbox"/> <input type="checkbox"/>	<p>M: <u>Before class:</u> <input type="checkbox"/> <u>Wkbk. 32</u> (all Trans.) <input type="checkbox"/> <u>Translate Acts 16:30-31</u></p> <p><u>In class:</u> vocQ7 (Mou. Ch. 32; Metz.: Occ. 34-37 ἐπιστρέφω to end); <i>Using Infinitives</i></p> <p>W: <u>Before class:</u> <input type="checkbox"/> <u>Translate Rom 14:13-14</u>; BY END OF DAY ✓ <u>up #2 Online</u></p> <p><u>In class:</u> <i>Uses of the Infinitive</i></p> <p>F: <u>Before class:</u> <input type="checkbox"/> <u>Translate Mark 1:45; James 3:8-10; Rev. 5:2</u></p> <p><u>In class:</u> <i>Further work with non-indicative moods</i></p>
			M, Mar. 4 W, Mar. 6 F, Mar. 8

wk	Unit	Date	Class Topics (<i>italics</i>) and Assignments
9	Imperative Mood	M, Mar. 11	M: <u>Before class:</u> R Mounce Ch. 33; <input type="checkbox"/> Translate Eph. 4:4-7; Luke 22:40
		W, Mar. 13	<u>In class:</u> vocQ8 (Mounce Ch. 33; Metzger: Occ. 32-33 <i>all</i>); <i>Imperatives</i>
10	Imperative Mood	F, Mar. 15	W: <u>Before class:</u> <input type="checkbox"/> <u>Wkbk. 33</u> (Pars., All Translation); <input type="checkbox"/> Translate Matt 2:20-22; Acts 13:40-41
			<u>In class:</u> <i>Translating Imperatives</i>
10	Imperative Mood		F: <u>Before class:</u> <input type="checkbox"/> <u>Wkbk. Rev. #7</u> (Gram.#5, 6; Parsing #1-6); <input type="checkbox"/> Translate 1 Cor 1:18, 23-24; Mark 15:33-35
			<u>In class:</u> <i>Group Translation of Imperatives</i>
11	Imperative Mood	M, Mar. 18	M: <u>Before class:</u> <input type="checkbox"/> Translate Rom. 12:14; Eph. 4:26; 1 Cor 11:24-25; Mark 15:36
		W, Mar. 20	<u>In class:</u> vocQ9 (Metzger: Occ. 30-31 <i>all</i>)
11	Imperative Mood	F, Mar. 22	W: <u>Before class:</u> ✓up #3 Online ; <input type="checkbox"/> <u>Wkbk. Review #7</u> (<i>at least</i> Matt 13:10-15 in Translation section); <input type="checkbox"/> Translate Luke 5:13-14; Mark 15:37; Come to class w/questions
			<u>In class:</u> <i>REVIEW and translate</i>
11	Imperative Mood		F: <u>Before class:</u> <input type="checkbox"/> Translate Mark 15:38-39; Practice translation; Prep card
			<u>In class:</u> ✦ TEST 2: SUBJUNCTIVE, INFINITIVE, & IMPERATIVE (Chs. 31-33)
12	-μι Verbs & misc. Remaining items	M, Mar. 25	M: <u>Before class:</u> <input type="checkbox"/> Translate Mark 15:40-41
		W, Mar. 27	<u>In class:</u> : vocQ10 (Mou.Ch. 34; Metzger: Occ. 28-29 through <i>πάσχα</i>)
12	-μι Verbs & misc. Remaining items	F, Mar. 29	W: <u>Before class:</u> R Mounce Ch. 34; <input type="checkbox"/> <u>Wkbk. 34</u> (Pars., W-up) & <input type="checkbox"/> Translate John 19:28-30
			<u>In class:</u> <i>Forms of δίδωμι ; Other -μι verbs</i>
12	-μι Verbs & misc. Remaining items		F: NO CLASS – Good Friday
		M, Apr. 1	M: NO CLASS – Easter Monday
12	-μι Verbs & misc. Remaining items	W, Apr. 3*	W: <u>Before class:</u> <input type="checkbox"/> <u>Wkbk. 34</u> (Trans.) & <input type="checkbox"/> Translate Romans 3:21-26
		F, Apr. 5*	* <u>Asynchronous class:</u> Online vocQ11 (Mou. Chs. 35-36; Metzger: Occ. 28-29 <i>πλούσιος</i> to end); Watch Videos on translation and Ch. 35 Non-Indicative -μι verbs; Take notes (submit Friday)
12	-μι Verbs & misc. Remaining items		F: <u>Before class:</u> R Mounce Ch. 35; & <input type="checkbox"/> Translate Mark 16:1-6
			* <u>Asynchronous class</u> Watch Videos on translation and Ch. 35 Non-Indicative -μι verbs; Submit on Canvas Notes from Wed + Fri

Wk	Unit	Date	Class Topics (<i>italics</i>) and Assignments
13	Translation	M, Apr. 8* W, Apr. 10 F, Apr. 12	<p>M: <u>In place of class:</u> Complete and come with evidence of work to class on Wednesday, <input type="checkbox"/> <u>Wkbk. 35</u> (Odds: Pars., W-up, Trans.) & <input type="checkbox"/> Translate Mark 16:7-8; 1 Cor 15:3-7 (No in-person class)</p> <p>W: <u>Before class:</u> R Mounce Ch. 36; <input type="checkbox"/> <u>Wkbk. 36</u> (Odds: Pars., W-up, Trans.); <u>In class:</u> vocQ12 (Metzger: Occ. 26-27 all); <i>Easter Translation</i> review; Survey other $\text{-}\mu\lambda$ verbs</p> <p>F: <u>Before class:</u> <input type="checkbox"/> Translate John 20:24-31 <u>In class:</u> <i>Easter Translation</i></p>
14		M, Apr. 15 W, Apr. 17 F, Apr. 19	<p>M: <u>Before class:</u> <input type="checkbox"/> Translate 1 Cor 15:8-14 <u>In class:</u> <i>LXX Psalm 21:2-9</i></p> <p>W: <u>Before class:</u> <input type="checkbox"/> Translate John 21:15-19; 1 Cor 15:20-22 <u>In class:</u> <i>Easter Translation; Review</i></p> <p>F: <u>Before class:</u> <input type="checkbox"/> Translate John 21:20-25; 1 Cor 15:23-26 <u>In class:</u> <i>Easter Translation; Review Vocabulary</i></p>
15	τέλος	M, Apr. 22 W, Apr. 24 F, Apr. 26	<p>M: <u>Before class:</u> Study and review all vocabulary from GRK 2007-2008 <u>In class:</u> ✦ VOCABULARY FINAL</p> <p>W: <u>Before class:</u> <input type="checkbox"/> Translate Matt 28:16-20 <u>In class:</u> <i>Easter Translations, Review</i></p> <p>F: <u>Before class:</u> <input type="checkbox"/> Translate 1 Thessalonians 5:16-22; <i>Suggested</i> <input type="checkbox"/> <u>Wkbk. Review #7</u> (Parsing #7-12, Trans.) <u>In class:</u> <i>Review</i></p>

SP24 FINAL EXAMINATION WEEK: APRIL 29 - MAY 3

✦ **GREEK II FINAL EXAM: Monday, April 29, 10:30 A.M. – 1:00 P.M.**

“The poet is free to say whatever he likes, you see – he can choose from any number of linguistic tricks in the language he’s composing in. Word choice, word order, sound – they all matter, and without any one of them the whole thing falls apart. . . . So the translator needs to be translator, literary critic, and poet all at once – he must read the original well enough to understand all the machinery at play, to convey its meaning with as much accuracy as possible, then rearrange the translated meaning into an aesthetically pleasing structure in the target language that, by his judgment, matches the original. The poet runs untrammelled across the meadow. The translator dances in shackles.”

– R. F. Kuang, *Babel, or the Necessity of Violence* (2022)