



Reuben Welch School of Theology and Christian Ministry

GRK 2007 – Biblical Greek I

3 Units - Fall 2026

Monday, Wednesday, and Friday, 12:15 – 1:20 P.M.

Ryan Library, Room 202

Final Exam: Monday, Dec 14, 10:30 A.M. – 1:00 P.M.

Course Information	Specifics for the Course
Instructor title and name:	Rev. Dr. Kara Lyons-Pardue (a.k.a. “ <i>Didaskalos</i> ”)
Office Phone:	(619) 849-2989
Email:	karalyons-pardue@pointloma.edu
Office location and hours:	Smee 203, <u>M</u> <u>W</u> , 10:30-11:30 A.M.; OR schedule an 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.

General Education Mission

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.

General Education Learning Outcomes (GELOs)

- 1) For information on PLNU's GE curriculum and its outcomes (GELOs), see <https://pointloma-public.courseleaf.com/tug-catalog/general-education/> The next link is for GE courses and corresponding GELOs: <https://assessment.pointloma.edu/academic-assessment/general-education/assessment-plan/>
- 2) This course fulfills GELO 2c: Upon completion of the course sequence, you will be able "to demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts."
 - a. The success of this outcome will be assessed by an oral examination in the Spring semester.

Required Texts and Recommended Study Resources*

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner. **In consultation with the Bookstore, hard-copies only permitted for this course.

REQUIRED TEXTS

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

OPTIONAL TEXTS AND TOOLS

1. *Nestle-Aland Novum Testamentum Graece*, 28th Ed. ISBN: 978-1619700307 (**IF** this, then do not purchase Req.#1)
2. Basics of Biblical Greek Vocabulary Cards, 2nd Ed. ISBN: 9780310598763
3. Biblical Greek Laminated Sheet, 5th Ed. ISBN: 9780310262947

Assessment and Grading

Letter grades will be assigned according to the following scale:

Points	Grade	Points	Grade
93-100%	A	73-77%	C
90-92%	A-	70-72%	C-
88-89%	B+	67-69%	D+
83-87%	B	63-66%	D
80-82%	B-	60-62%	D-
78-79%	C+	59% and below	F

This class calculates grades out of 1,000 possible points, roughly. The weighted percentage (%) remains:

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

Daily Work (Assessed by Attendance/Group-Participation & Online ✓up tests):

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, 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 (only the top 4 will be counted). 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 Course Learning Outcomes [CLOs] #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 CLO #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 CLO #1.

Unit Tests: Due to the volume of material covered in an introductory language course, three tests emphasizing a specific unit of our learning 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 CLOs #1-3.

Final Vocabulary Exam includes all vocabulary words from Mounce’s *Grammar* chapters 4-24 in class **Mon., Dec. 7.**

Fulfills CLO #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 **Monday, Dec 14, 10:30 A.M. – 1:00 P.M.**

Fulfills CLO #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 [Traditional Undergraduate Records: Final Exam 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.

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

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. Course Policy: When an assignment is submitted late, a 24-hour clock begins initiating a -10% deduction in grade. Example: If the submitted assignment would have earned an 85%, submitting it one day late results in a 75% score; If a paper is of 95% quality, but submitted three days late, the resulting score would be 65%. Extenuating circumstances, of course, require conversation and agreement between professor and student. Incompletes will only be assigned in extremely unusual circumstances.

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 their Christian faith. If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

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 distance education outside 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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. Please consult the [Academic Honesty Policy](#) in the [University Catalog](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

PLNU Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Any reliance on AI tools in this course is subject to an academic honesty violation.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center, [by email](#) or phone at 619-849-2533. Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

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.

If you (or someone you know) has experienced other forms of discrimination, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

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](#). 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](#) or [consult the list of campus pastors](#).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

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.

Loma Writing Center

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar, and polishing final drafts, and more.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center (1st floor, Ryan Library, room 221). • [Appt. Calendar](#) • [Website](#) • [Email](#)

LomaBooks Instructions for Students

This course is part of our course material delivery program, [LomaBooks](#). The bookstore will provide each student with a convenient package containing all required physical materials; ~~all digitally delivered materials will be integrated into Canvas.~~ You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your [LomaBooks](#) materials.

** The PLNU Bookstore has been informed that materials in this class are hardcopy only.*

COURSE SCHEDULE AND ASSIGNMENTS

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

Key:

☐ = Indicates a workbook/homework assignment due

BBQ = Building Block Quiz (to be taken in class) **R** = Indicates a textbook reading due

vocQ = Vocabulary Quiz (to be taken in class) ✦ **TEST** = Test (planned for in-class)

✓up = Online ✓up Quiz (online; due 11:59 P.M.) 🖥 = Indicates supplementary videos available

Wk	Unit	Date	Class Topics (<i>italics</i>) and Assignments (due the day listed)
1	Intro.	M, Aug 31 W, Sept 2 F, Sept 4 🖥	M: <u>In class:</u> <i>COURSE OVERVIEW, Greek Alphabet</i> W: <u>In class:</u> <i>Pronunciation, Punctuation, Syllables;</i> BBQ1 Alphabet *Practice Quiz* F: <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
2	NOUNS	M, Sept 7 W, Sept 9 F, Sept 11 🖥	M: NO CLASS – Labor Day W: <u>Before class:</u> R Mounce Ch. 4; ☐ <u>Wkbk. 4</u> <u>In class:</u> vocQ1 (Chs. 4, 6); <i>Nouns: Cases, article; English Grammar Review</i> F: <u>Before class:</u> R Mounce Section Overview 2 & Ch. 5 ☐ <u>Complete English Grammar Worksheet (Canvas)</u> <u>In class:</u> <i>Genitive, Dative; Practice Reading Aloud</i> *Bring Greek NT
3		M, Sept 14 W, Sept 16 F, Sept 18 🖥	M: <u>Before class:</u> <u>Before class:</u> R Mounce Ch. 6; ☐ <u>Wkbk.6</u> (Parsing, Warm-up, Trans. [evens]) <u>In class:</u> vocQ2 (Chs. 7-8); <i>Reviewing Noun Cases</i> W: <u>Before class:</u> R Mounce Ch. 7; ☐ <u>Wkbk.7</u> (Evens: Pars., W-up, Trans.); ✓up Online Mini-Test #1 (due by end of day) 🖥 <u>In class:</u> <i>Prepositions; Learn εἰμί chart</i> F: <u>Before class:</u> R Mounce Ch. 8; ☐ <u>Wkbk. 8</u> (Pars., W-up, Trans. [evens], Add. #15) <u>In class:</u> BBQ2 – Definite Article ; Translation review, * Bring Greek NT
4		M, Sept 21 W, Sept 23 F, Sept 25 🖥	M: <u>Before class:</u> R Mounce Ch. 9; ☐ <u>Wkbk.9</u> (Pars., W-up, Trans. [evens], Add. #17) <u>In class:</u> vocQ3 (Ch. 9); <i>Adjectives</i> W: <u>Before class:</u> Watch at least 2 videos 🖥 for review; [Start ✓up Online Mini-Test #2] <u>In class:</u> BBQ3 – εἰμί ; <u>In class:</u> *Bring Greek NT F: <u>Before class:</u> ☐ <u>Wkbk.Review #1</u> (ALL) & <u>Review #2</u> (Grammar: #1-4; Pars. #1-10) <u>In class:</u> <i>REVIEW, Q&A</i>

Wk	Unit	Date	Class Topics (<i>italics</i>) and Assignments (due the day listed)
5	Nouns, continued	M, Sept 28 W, Sept 30 F, Oct 2	M: Before class: ☒ up Online Mini-Test #2 (due by end of day, but take at least once before class); ☐ <u>Wkbk. Review #2</u> (Grammar: #5-9; Trans. Pick 3 vv.) In class: vocQ4 (Ch. 16); <i>REVIEW, Q&A</i> W: In class: ★TEST 1: NOUNS (Chs. 4-9) ☒ 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	VERBS	M, Oct 5 W, Oct 7 F, Oct 9 	M: Before class: ☐ <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: Before class: ☐ <u>Wkbk.16</u> T2 (Parsing #6-10, Trans. #7-10, Add. #13-20, Eng. to Greek) In class: <i>Contract Verbs; MORE λύω PRESENT CHART</i> F: Before class: R Mounce Ch. 17; ☐ <u>Wkbk.17</u> T2 (Pars, W-up;Trans) In class: <i>Present Middle/Passive; BBQ4 – λύω Present</i>
7		M, Oct 12 W, Oct 14 F, Oct 16 	M: Before class: R Mounce Ch. 18; ☐ <u>Wkbk.18</u> T2 (Pars., Trans.[evens], Add.#14-18) In class: vocQ6 (Ch. 21) <i>Imperfect Indicative; LEARN λύω IMPERFECT</i> W: Before class: ☒ up Online Mini-Test #3 (due before class time); R Mounce Ch. 21; ☐ <u>Wkbk.21</u> (Parsing, Warm-up, Trans. [odds]) In class: <i>Present and Imperfect Verbs translation & wrap-up</i> F: Before class: ☐ <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>
8		M, Oct 19 W, Oct 21 F, Oct 23	M: Before class: ☐ <u>Wkbk. Review #3</u> T2 (pp.109-110: Pars. #7-15 & Trans. vv. 1:5-10) In class: vocQ7 (Ch. 10*); <i>LEARN τις / τι CHART</i> W: Before class: R Mounce Section Overview 3 to look ahead beyond Fall Break. In class: <i>Practice translations; Review</i> F: NO CLASS – FALL BREAK
9		M, Oct 26 W, Oct 28 F, Oct 30 	M: Before class: ☐ <u>Wkbk. Review #3</u> T2 (pp.109-110: Trans. vv. 1:5-10) In class: ★TEST 2: VERBS (Chs. 15-18, 21) ☒ Group Mtg Report 2 Due W: Before class: R Mounce Section Overview 3 & Ch. 10 In class: vocQ8 (Chs. 11-12); <i>Third Declension</i> F: Before class: ☐ <u>Wkbk.10</u> T2 (All Parsing & Translation) In class: BBQ6 – τις / τι; 1st & 2nd Personal Pronouns

Wk	Unit	Date	Class Topics (<i>italics</i>) and Assignments (due the day listed)
10	ADVANCED NOUNS	M, Nov 2 W, Nov 4 F, Nov 6 	M: <u>Before class:</u> R Mounce Ch. 11; ☐ <u>Wkbk.11</u> ^{T2} (Pars., Trans.[evens], Eng. to Gk.) <u>In class:</u> vocQ9 (Chs. 13-14); <i>Other uses of αὐτός</i> W: <u>Before class:</u> R Mounce Ch. 12; ☐ <u>Wkbk.12</u> ^{T2} (Parsing [odds], Trans. #6-10, Add. #13, 17, English to Greek) <u>In class:</u> <i>Advanced Nouns Check-In</i>; *Bring Greek NT F: <u>Before class:</u> ✓up Online Mini-Test #4 (due before class time) <u>In class:</u> BBQ7 - Personal Pronoun; <i>Demonstrative Pronouns/Adjectives</i>
11		M, Nov 9 W, Nov 11 F, Nov 13 	M: <u>Before class:</u> R Mounce Ch. 13; ☐ <u>Wkbk.13</u> ^{T2} (Evens: Parsing, Warm-up, Trans.) <u>In class:</u> vocQ10 (Ch. 19); <i>Relative Pronoun</i> >> Warning: Pop BBQ possible >> W: <u>Before class:</u> R Mounce Ch. 14; ☐ <u>Wkbk.14</u> ^{T2} (Evens: Parsing, Warm-up, Trans.); <u>In class:</u> <i>Adv. nouns wrap-up; Introduce Future Tense</i> F: <u>Before class:</u> R Mounce Ch. 19; ☐ <u>Wkbk.19</u> ^{T2} (Parsing, Warm-up, Trans. [all]) <u>In class:</u> <i>Liquid and other forms of Future</i>
12		M, Nov 16 W, Nov 18 F, Nov 20 	M: <u>Before class:</u> ✓up Online Mini-Test #5 (due before class time) <u>In class:</u> vocQ11 (Chs. 20, 22) → <u>Receive Take Home Test 3, DUE Mon, Nov 25</u> W: <u>Before class:</u> R Mounce Ch. 20; ☐ <u>Wkbk.20</u> ^{T2} (Pars., W-up, Trans. [all]) <u>In class:</u> <i>REVIEW, Q&A</i> *Bring Greek NT F: <u>Before class:</u> ☐ <u>Wkbk. Rev. #4</u> ^{T2} (pp. 140-143: Gram. #4,6-12; Pars. odds; Trans. Pick 3 verses) <u>In class:</u> <i>Aorist Verbs; 1st and 2nd Aorist</i>
13		M, Nov 23* ~~W, Nov 25~~ ~~F, Nov 27~~	M: <u>By end of class:</u> ✦ TEST 3: Take Home (Chs. 10-14, 19-20) DUE ✔ Group Meeting Report 3 Due W & F: NO CLASS – THANKSGIVING RECESS <u>Over Thanksgiving break: Review vocabulary for Vocabulary Final (coming Dec. 9)</u>

14	τὰ ἑσχατά	M, Nov 30 W, Dec 2 F, Dec 4 	M: <u>Before class:</u> R Mounce Ch. 22; ☐ <u>Wkbk.22</u> (Pars., W-up, Trans. [#1-3]) <u>In class:</u> vocQ12 (Chs. 23-24); <i>Aorist, cont'd</i> W: <u>Before class:</u> ☐ <u>Wkbk.22</u> (Trans. #4-10, 14-15) <u>In class:</u> <i>First Aorist Active/Middle Indicative</i> F: <u>Before class:</u> R Mounce Ch. 23; ☐ <u>Wkbk.23</u> (Parsing, Warm-up, Trans. [all]) <u>In class:</u> <i>Aorist and Future Passive Indicative; VOCABULARY REVIEW</i>
		M, Dec 7 W, Dec 9 F, Dec 11 	M: <u>Before class:</u> <i>Study ALL vocabulary</i> <u>In class:</u> ✦ VOCABULARY FINAL (Chs. 4–24) W: <u>Before class:</u> R Mounce Ch. 24; ☐ <u>Wkbk.24</u> (Parsing, Warm-up, Trans. [all]) <u>In class:</u> <i>TRANSLATION AND REVIEW</i> *Bring <u>Greek NT</u> F: <u>Before class:</u> ☐ <u>Wkbk. Review #5</u> (p. 162: #5-7; #Parsing 1-5; Pick at least 4 vv.) <u>In class:</u> <i>TRANSLATION AND REVIEW</i> *Bring <u>Greek NT</u> ☒ Group Mtg. Report 4 Due

FA26 FINAL EXAMINATION WEEK: DECEMBER 14-18

✦ **GREEK I FINAL EXAM: Mon, Dec 14, 10:30 A.M. – 1:00 P.M.**