

**Fall 2018**

<b>Instructor title and name:</b> Prof. Jonathan Manning	<b>Instructor phone:</b> 626-236-0008 (my personal cell)
<b>Office location and hours:</b> Taylor 110; by appointment	<b>Instructor email:</b> jmanning@pointloma.edu
<b>Meeting times/days:</b> 10:55a-12:05p MWF	<b>Meeting location:</b> Bond Academic #156
<b>Final Exam:</b> Mon, 12/10, 10:30a-1:00p	

**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 becomes an expression of faith. Being of Wesleyan heritage, we aspire 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 [with the completion of GRK 208].

**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 76.9% 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**

Required Texts

1. Reader's Greek New Testament ISBN: 9780310273783
2. William D. Mounce, Basics of Biblical Greek Grammar, 3rd Edition ISBN: 9780310287681
3. William D. Mounce, Basics of Biblical Greek Workbook, 3rd Edition ISBN: 9780310287674
4. Samuel Lamerson, English Grammar to Ace NT Greek ISBN: 9780310255345

Optional Texts and Tools

1. Nestle-Aland Novum Testamentum Graece, 28th Ed. ISBN: 978-1619700307
2. Biblical Greek Survival Kit ISBN: 9780310275824 (Includes learning CD, vocabulary flash cards, and grammar laminated sheet; If you purchase this, don't get #3 & 4)
3. Basics of Biblical Greek Vocabulary Cards ISBN: 9780310259879
4. Biblical Greek Laminated Sheet (Zondervan Get an A! Study Guides) ISBN: 9780310262947

## ASSESSMENT AND GRADING

### Assignment Distribution by Points and Percentage:

Daily Work .....	150 points	(15%)
• Class Attendance and Participation	(50 points)	
• Checkup Online Tests	(100 points)	
Vocabulary Quizzes .....	150 points	(15%)
Building Block Quizzes .....	100 points	(10%)
Unit Tests.....	300 points	(30%)
Final Vocabulary Exam.....	100 points	(10%)
Final Comprehensive Exam.....	200 points	(20%)
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TOTAL POINTS.....	1000 points	(100%)

### Grading Scale:

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

### Assignment Details:

Daily Work (worth 150 points total; 25 for attendance, 25 for participation, 100 for checkup online tests):

Understanding Greek absolutely requires faithful class attendance. Further, the work that results in skilled translation of Greek is not glamorous, consisting of day-in-day-out studying, reading the textbook, listening/participating in class, taking notes in class, thoroughly completing the workbook and translation assignments, and asking questions. In some ways, learning 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 checkup tests) for self-assessment and for a grade. Reviewing the homework exercises from the Workbook will constitute a significant portion of class time each day. Evaluating, correcting, and asking questions are necessary steps in learning an ancient language. Homework and textbook reading are due most class days, according to the calendar below. Failure to keep up with homework daily will result in likely failure and frustration; learning Greek requires daily work.

**Attendance (25 points):** From the PLNU Attendance Policy: “Regular and punctual attendance at all classes is considered essential to optimum academic achievement.” (See complete university-wide class attendance policy under “Academic and General Policies” in the PLNU catalog: <https://catalog.pointloma.edu/>)

Total Class Sessions	41 (1 session = 2.4% of total sessions)
Lateness	2 tardies will count as one unexcused absence. Please arrive to class on time.
Unexcused Absences	Unexcused absence #1-2: 5% of sessions missed. Does not count against attendance grade. Unexcused absence #3-5: 12% of sessions missed. Attendance grade reduced by 9 <u>per day</u> . More than 20% of sessions (>=9) missed for any reason: Student may be de-enrolled from the course.
Excused Absences	No grade reduction. <b>Requires a note or other documentation from a health professional or professor/coach</b> (for sickness or official PLNU scheduled event). Notes from the PLNU Wellness Center are accepted, and if you are sick enough to miss class, you are strongly encouraged to go there.
Perfect Attendance	Students with <u>zero tardies</u> and <u>zero unexcused absences</u> at the end of the semester will earn 1% of extra credit toward the final course grade.

**Participation (25 points):** To learn Greek, daily work is essential. Students will be accountable in class for assigned work (e.g., workbook exercises, vocabulary mastery, etc.) via verbal exchanges and board demonstrations, in addition to tests/quizzes. When we work together in class, perfection is not the point, since we learn a substantial amount from getting things wrong, but it is impossible to meaningfully learn the material if it's not being practiced outside of class. Students should therefore come to class ready to demonstrate their knowledge and preparation on a daily basis.

Q: What will earn me the maximum participation grade?

A: Working outside of class to learn the material via workbook exercises and vocabulary memorization, speaking up in class (productively), asking questions, not being distracting to others, staying off screen devices

Q: What will reduce my participation grade?

A: Arriving to class unprepared, remaining quiet during most class sessions, never asking questions, distracting others, using screen devices

**Checkup Online Mini-Tests (100 points; 5 tests @ 25 points each, top 4 scores counted):** These tests give you the opportunity to regularly assess your progress and identify areas of weakness that require your attention.

Vocabulary Quizzes (worth 150 points total; 12 quizzes @ 15 points each, top 10 scores counted): 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*. The chapters will be (unevenly) divided into twelve weekly quizzes. Any vocabulary word from a previous chapter is eligible on a vocabulary quiz: review is essential.

Building Block Quizzes (worth 100 points total; 7 quizzes @ 10 points each + addl quizzes worth 30 points): 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. 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 scheduled quiz date.

Unit Tests (worth 300 points total; 3 tests @ 100 points each): Due to the volume of material covered in this introductory language course, three unit tests will take place according to the course schedule below. The logic behind frequent tests is threefold: (1) frequent tests hold students accountable to study and maintain Greek knowledge, (2) frequent tests are shown to benefit recall and to make learning more durable, and (3) frequent tests allow the instructor to evaluate student comprehension and to locate gaps in students' understanding for further focus.

Final Vocabulary Exam (worth 100 points): This in-class exam will cover words from Mounce's *Grammar* chs. 4-24.

Final Comprehensive Exam (worth 200 points): Any material covered in the course is eligible for inclusion on the final exam. The exam will be entirely **closed-book**. There will be a review before the exam.

Extra Credit:

In addition to the perfect attendance bonus (see above), you may earn extra points in the following ways:

1. Complete and return your Student Information Sheet (see the back of the syllabus) for 2 points.
2. Theological/Biblical Studies events go on frequently at PLNU and in our larger community. Attend an author lecture, reading, or forum and write a 1-2 page critical analysis and reflection over what was said and how it might apply to our course material. This will earn you up to +1% of the total class grade (you can do this up to 3 times for credit). If you are unsure whether a particular event might count for credit, ask the professor.

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## **INCLUSIVE LANGUAGE**

Point Loma Nazarene University approaches diversity from a biblical perspective, affirming that diversity is an expression of God's image, love, and boundless creativity. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women and other marginalized groups, I strongly urge you to avoid sexist and racist language in your public discourse, in classroom discussions, and in your writings/translations. 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 alongside men. We will translate accordingly.

For further help on this topic, please visit the following websites:

[http://www.whwomenclergy.org/booklets/inclusive\\_language.php#two](http://www.whwomenclergy.org/booklets/inclusive_language.php#two)

<https://owl.english.purdue.edu/owl/resource/608/05/>

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## **INCOMPLETES AND LATE ASSIGNMENTS**

Assignments are to be completed/submitted by the beginning of the class session when they are due. The instructor reserves the right to refuse late work, and in fact, the course materials on Canvas are impossible to submit past the deadline without special permission. In case of excused absence, the student is responsible to notify the professor and to arrange a make-up quiz. In case of unexcused absence, missed quizzes cannot be made up.

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## **USE OF TECHNOLOGY**

Students are encouraged to use technology, especially the Canvas site, for learning and communication *outside* of class. In fact, students should be checking their email daily to receive timely course-related communication. *In class, however, the professor has banned the use of electronic devices, except by permission or in the case of specific need.* (Please speak to me if, for example, you require a laptop for learning purposes and we will work out an accommodation.) For the sake of optimal student learning, and knowing the distractions available with just one click, you may not use laptops, tablets, smartphones, or any other screen-device during class.

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## **ACADEMIC HONESTY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See complete university-wide academic honesty policy under "Academic and General Policies" in the catalog: <https://catalog.pointloma.edu/>.

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## **ACADEMIC ACCOMMODATIONS**

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See the PLNU Disability Resource Center website (<https://www.pointloma.edu/offices/disability-resource-center>) for additional information.

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## **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.

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## **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 PLNU Class Schedules website (<https://www.pointloma.edu/offices/records/undergraduate-records>). No requests for early examinations or alternative days will be approved.

## COURSE SCHEDULE AND ASSIGNMENTS

Course schedule, topics, evaluation, and assignments may be changed at the instructor's discretion.

	MONDAY	WEDNESDAY	FRIDAY
<b>WEEK 01</b> Introduction	[TUESDAY] AUG 28  In Class: Syllabus, Course Overview In Class: Greek Alphabet	AUG 29  Read: <u>Mounce Chs. 1-3</u>  <b>DUE: Student Info Sheet</b> In Class: Pronunciation, Punctuation In Class: Syllables, <b>BBQ1: Alphabet</b>	AUG 31  Read: <u>Mounce Ch. 4</u> Read: <u>Lamerson pp. 11-14</u> <b>DUE: Wkbk 4</b> In Class: English Grammar Review In Class: Practice Reading
<b>WEEK 02</b> Noun System	SEP 03  NO CLASS: LABOR DAY	SEP 05  Read: <u>Mounce Ch. 4</u> Read: <u>Lamerson pp. 17-18, 22-24</u> <b>DUE: English Grammar Worksheet</b> In Class: Nouns, Definite Article, Cases In Class: <b>VOCQ1: Chs. 4, 6</b>	SEP 07  Read: <u>Mounce Chs. 6-7</u>  <b>DUE: Wkbk 6</b> (parse, w-up, trans [evens]) In Class: Genitive, Dative
<b>WEEK 03</b> Noun System	SEP 10  <b>DUE: Checkup Online Mini-Test #1</b>  In Class: <b>VOCQ2: Chs. 7, 8</b>	SEP 12  <b>DUE: Wkbk 7</b> (evens: parse, w-up, trans, addl #14) In Class: Prepositions, Learn <i>εἰμί</i> Chart In Class: <b>BBQ2: Definite Article</b>	SEP 14  Read: <u>Mounce Ch. 8</u> <b>DUE: Wkbk 8</b> (parse, w-up, trans [evens], addl #15) In Class: Adjectives
<b>WEEK 04</b> Noun System	SEP 17  Read: <u>Mounce Ch. 9</u> <b>DUE: Wkbk 9</b> (parse, w-up, trans [evens], addl #17) In Class: Translating Noun Phrases In Class: <b>VOCQ3: Ch. 9</b>	SEP 19  Read: <u>Lamerson pp. 33-34</u> <b>DUE: Checkup Online Mini-Test #2</b>  In Class: <b>BBQ3: εἰμί</b>	SEP 21  <b>DUE: Wkbk Reviews 1 &amp; 2</b> (selected parts) In Class: Test 1 Review, Q&A
<b>WEEK 05</b> Noun System	SEP 24  In Class: <b>TEST 1: Nouns (Chs. 4-9)</b>	SEP 26  Read: <u>Mounce Chs. 15-16</u>  In Class: <b>VOCQ4: Ch. 16</b>	SEP 28  Read: <u>Lamerson pp. 42-44</u> <b>DUE: Lamerson Exercises pp. 44-46</b> In Class: Introduction to Greek Verbs In Class: Introduction to <i>λύω</i> chart
<b>WEEK 06</b> Verb System	OCT 01  Read: <u>Lamerson pp. 47-48</u> <b>DUE: Wkbk 16</b> <sup>(2)</sup> (p.171, parse 1-5, trans 1-6)  In Class: Pres. Act. Ind., Verbs Cont'd In Class: <b>VOCQ5: Chs. 17, 18</b>	OCT 03  <b>DUE: Wkbk 16</b> <sup>(2)</sup> (parse 6-10, trans 7-10, addl 13-20, Eng to Grk)  In Class: Contract Verbs In Class: <i>λύω</i> Present Chart	OCT 05  Read: <u>Mounce Ch. 17</u> Read: <u>Lamerson pp. 52-53</u> <b>DUE: Wkbk 17</b> <sup>(2)</sup> (parse, w-up, trans)  In Class: Present Middle/Passive In Class: <b>BBQ4: <i>λύω</i> Present</b>
<b>WEEK 07</b> Verb System	OCT 08  Read: <u>Mounce Ch. 18</u> <b>DUE: Wkbk 18</b> <sup>(2)</sup> (parse, trans [evens], addl 14-18)  In Class: Imperf. Ind., <i>λύω</i> Imperf. Chart In Class: <b>VOCQ6: Ch. 21</b>	OCT 10  Read: <u>Mounce Ch. 21</u> <b>DUE: Wkbk 21</b> <sup>(2)</sup> (parse, w-up, trans [odds]) <b>DUE: Checkup Online Mini-Test #3</b> In Class: Pres./Imperf. Verbs Wrap-Up	OCT 12  Read: <u>Lamerson pp. 54-55</u> <b>DUE: Wkbk Review 3</b> <sup>(2)</sup> (selected parts)  In Class: Test 2 Review, Q&A In Class: <b>BBQ5: <i>λύω</i> Imperfect</b>
<b>WEEK 08</b> Verb System	OCT 15  In Class: <b>TEST 2: Verbs (Chs. 15-18, 21)</b>	OCT 17  Read: <u>Mounce Ch. 10</u> Read: <u>Lamerson pp. 27-28</u> In Class: Third Declension, <i>τίς/τί</i> In Class: <b>VOCQ7: Ch. 10</b>	OCT 19  NO CLASS: FALL BREAK

	MONDAY	WEDNESDAY	FRIDAY
<b>WEEK 09</b> Advanced Nouns (Including 3 <sup>rd</sup> Declension)	<b>OCT 22</b> Read: <u>Lamerson pp. 37-39</u> <b>DUE: Wkbk 10<sup>(2)</sup></b> (all parsing/translation) In Class: 1 <sup>st</sup> & 2 <sup>nd</sup> Personal Pronouns	<b>OCT 24</b> Read: <u>Mounce Ch. 11</u> <b>DUE: Wkbk 11<sup>(2)</sup></b> (parse, trans [evens], Eng to Grk) In Class: Other Uses of <i>αὐτός</i> In Class: <b>VOCQ8: Chs. 11, 12</b>	<b>OCT 26</b> Read: <u>Mounce Ch. 12</u> <b>DUE: Wkbk 12<sup>(2)</sup></b> (parse [odds], trans 6-10, addl #13, #17, Eng to Grk) In Class: <b>BBQ6: τίς/τί</b>
<b>WEEK 10</b> Advanced Nouns (Including 3 <sup>rd</sup> Declension)	<b>OCT 29</b> <b>DUE: Checkup Online Mini-Test #4</b> In Class: Demonstrative Pronouns/Adjs. In Class: <b>VOCQ9: Chs. 13, 14</b>	<b>OCT 31</b> Read: <u>Mounce Ch. 13</u> <b>DUE: Wkbk 13<sup>(2)</sup></b> (evens: parse, w-up, trans) In Class: Relative Pronoun	<b>NOV 02</b> Read: <u>Mounce Ch. 14</u> <b>DUE: Wkbk 14<sup>(2)</sup></b> (evens: parse, w-up, trans) In Class: Advanced Nouns, Continued In Class: <b>BBQ7: <i>αὐτός</i></b>
<b>WEEK 11</b> More Verbs (Future & Aorist Tenses)	<b>NOV 05</b> <b>DUE: Wkbk 13<sup>(2)</sup></b> (trans [odds]) <b>DUE: Wkbk 14<sup>(2)</sup></b> (trans [odds], addl #14) In Class: Future Tense In Class: <b>VOCQ10: Chs. 19, 20</b>	<b>NOV 07</b> Read: <u>Mounce Ch. 19</u> <b>DUE: Wkbk 19<sup>(2)</sup></b> (parse, w-up, trans) In Class: Liquid/Other Forms of Future	<b>NOV 09</b> Read: <u>Mounce Ch. 20</u> <b>DUE: Wkbk 20<sup>(2)</sup></b> (parse, w-up, trans) In Class: Review, Q&A
<b>WEEK 12</b> More Verbs (Future & Aorist Tenses)	<b>NOV 12</b> <b>DUE: Checkup Online Mini-Test #5</b> In Class: Receive Take-Home Test #3 In Class: <b>VOCQ11: Ch. 22</b>	<b>NOV 14</b> <b>DUE: Wkbk Review 4<sup>(2)</sup></b> (selected parts) In Class: Aorist Verbs, 1 <sup>st</sup> & 2 <sup>nd</sup> Aorist	<b>NOV 16</b> Read: <u>Mounce Ch. 22</u> <b>DUE: Wkbk 22</b> (p. 87, parse, w-up, trans) In Class: 1 <sup>st</sup> Aorist, Continued
<b>WEEK 13</b> More Verbs (Future & Aorist Tenses)	<b>NOV 19</b> <b>DUE: Take-Home Test #3</b>	<b>NOV 21</b> NO CLASS: THANKSGIVING BREAK	<b>NOV 23</b> NO CLASS: THANKSGIVING BREAK
<b>WEEK 14</b> More Verbs (Future & Aorist Tenses)	<b>NOV 26</b> Read: <u>Lamerson pp. 71-73</u> In Class: 1 <sup>st</sup> Aorist Active/Middle Ind. In Class: <b>VOCQ12: Chs. 23, 24</b>	<b>NOV 28</b> Read: <u>Mounce Ch. 23</u> <b>DUE: Wkbk 23</b> (parse, w-up, trans) In Class: Aorist and Future Passive Ind.	<b>NOV 30</b> Read: <u>Mounce Ch. 24</u> <b>DUE: Wkbk 24</b> (parse, w-up, trans) In Class: Vocabulary Review
<b>WEEK 15</b> Wrap Up	<b>DEC 03</b> <b>DUE: Wkbk 24</b> (trans [odds]) In Class: <b>VOCAB FINAL (Chs. 4-24)</b>	<b>DEC 05</b> <b>DUE: Wkbk Review 5</b> (selected parts) In Class: Translation and Review	<b>DEC 07</b> In Class: Translation and Review

<b>FINALS WEEK</b>	<b>GRK207 Sec. 1 (regularly meets MWF @ 10:55am)</b> <b><u>Final Exam Day/Time:</u></b> Monday, 12/10, 10:30am-1:00pm
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**STUDENT INFORMATION SHEET**

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Name: \_\_\_\_\_

Phone Number (one where you can be reached during the semester): ( \_\_\_\_\_ ) \_\_\_\_\_

Academic Major: \_\_\_\_\_

Why did you choose your particular major, and what are your larger vocational/career goals?

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Your primary language is: \_\_\_\_\_ English \_\_\_\_\_ Other: \_\_\_\_\_

Other language(s) you know (and rate your skill from 0-10): \_\_\_\_\_

On a scale of 0-10, where “0” represents total unfamiliarity and “10” represents detailed and specific knowledge,

How do you rate your own level of familiarity with the Bible/Christian Scriptures? \_\_\_\_\_

Is there some particular question you are seeking to answer during this course?

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Is there any additional information about yourself you would like me to know? (e.g., course schedule conflicts, medical issues that may affect class performance, specific learning needs or preferences that you want to bring to my attention, etc.)

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