

**Fall 2022**

<b>Meeting days:</b> Monday, Wednesday, Friday	<b>Instructor:</b> Dr. Kara Lyons-Pardue, a.k.a. “ <i>Didaskalos</i> ”
<b>Meeting times:</b> 10:55 A.M. – 12:05 P.M.	<b>Phone:</b> (619) 849-2989 <b>Office:</b> Smee 203
<b>Meeting location:</b> Smee Wesleyan Center	<b>E-mail:</b> karalyons-pardue@pointloma.edu
<b>Final Exam:</b> Wed, Dec 14, 10:30 A.M. – 1:00 P.M.	<b>Office hours:</b> Tues, 11:00 A.M. – 12:00 P.M.; Wed, 8:30-9:30 A.M.; 2-2:30 P.M.; OR BY APPOINTMENT

**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 [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 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 AND RECOMMENDED RESOURCES**

**REQUIRED TEXTS**

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

**OPTIONAL TEXTS AND TOOLS**

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

**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.

## 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.

## 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](mailto: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.

## PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** 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 the appropriate grade for their work and participation. Additionally, the final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

**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 absences with a Provost-approved excuse or a doctor's note 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 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.

## 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).

## 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.

## SEXUAL MISCONDUCT AND DISCRIMINATION

PLNU faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, it is 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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX).

## 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](mailto:student-tech-request@pointloma.edu).

## ASSESSMENT AND GRADING

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

<b>Daily Work</b>	150 points	(15%)	<b>Unit Tests</b> (3 x 100 pts.)	300 points	(30%)
↳ 4 of 5 <u>✓up</u> Online Tests	↳ [80 points]				
↳ Attendance & Group participation	↳ [70 points]				
<b>10 (of 12) Vocab. Quizzes</b>	150 points	(15%)	<b>Final Vocabulary Exam</b>	100 points	(10%)
<b>10 Building Block Quizzes</b>	100 points	(10%)	<b>Final Exam</b> (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. 5.** *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 **Wed., Dec. 14, 10:30 A.M. – 1:00 P.M.** *Fulfills Outcomes #1-4.*

# COURSE SCHEDULE AND ASSIGNMENTS (The prof. retains the right to adjust due-dates & assignments in students' favor.)

## 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.	Tu, Aug 30 (= Monday)  W, Aug 31  F, Sept 2  	<b>Tu (Monday Schedule):</b> <u>In class:</u> <i>COURSE OVERVIEW, Greek Alphabet</i> <b>W:</b> <u>Before class:</u> <b>R</b> Mounce Section Overview 1 (p. 1) and Chs. 1–3 <u>In class:</u> <i>Pronunciation, Punctuation, Syllables; BBQ1 – Alphabet</i> <b>F:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 4; <b>□</b> <u>Wkbk. 4</u> <u>In class:</u> <i>English Grammar Review; Practice Reading Aloud</i>
2	N O U N S	M, Sept 5  W, Sept 7  F, Sept 9  	<b>M: NO CLASS; LABOR DAY HOLIDAY</b> <b>W:</b> <u>Before class:</u> <b>R</b> Mounce Section Overview 2 & Ch. 5 <b>□</b> Complete <u>English Grammar Worksheet</u> <u>In class:</u> * <b>vocQ1</b> (Chs. 4, 6); <i>Nouns: Definite article, Cases</i> <b>F:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 6; <b>□</b> <u>Wkbk.6</u> (Parsing, Warm-up, Trans. [evens]) <u>In class:</u> <i>Genitive, Dative</i> *Bring <u>Greek NT</u>
3		M, Sept. 12  W, Sept. 14  F, Sept. 16  	<b>M:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 7; <b>✓up</b> Online Mini-Test #1 (due before class time) <u>In class:</u> <b>vocQ2</b> (Chs. 7-8); <i>Reviewing Noun Cases; Learn εἰμί chart</i> <b>W:</b> <u>Before class:</u> <b>□</b> <u>Wkbk.7</u> (Evens: Pars., W-up, Trans., Add. #14)  <u>In class:</u> <b>BBQ2 – Definite Article; Prepositions; Learn εἰμί chart</b> <b>F:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 8; <b>□</b> <u>Wkbk. 8</u> (Pars., W-up, Trans. [evens], Add. #15) <u>In class:</u> <i>Adjectives</i>
4		M, Sept 19  W, Sept 21  F, Sept 23  	<b>M:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 9; <b>□</b> <u>Wkbk.9</u> (Pars., W-up, Trans. [evens], Add. #17) <u>In class:</u> <b>vocQ3</b> (Ch. 9); <i>Adjectives &amp; translating noun phrases</i> <b>W:</b> <u>Before class:</u> Watch at least 2 videos  for review; [Start <b>✓up</b> Online Mini-Test #2] <u>In class:</u> <b>BBQ3 – εἰμί</b> ; <u>In class:</u> *Bring <u>Greek NT</u> <b>F:</b> <u>Before class:</u> <b>□</b> <u>Wkbk.Review #1</u> (ALL) & <u>Review #2</u> (Grammar: #1-4; Pars. #1-10) <u>In class:</u> <i>REVIEW, Q&amp;A</i>

Wk	Unit	Date	Class Topics ( <i>italics</i> ) and Assignments (due the day listed)
5	N O U N S	M, Sept 26 W, Sept 28 F, Sept 30	<p><b>M:</b> <u>Before class:</u> ✓<b>up</b> Online Mini-Test #2 (due before class); <input type="checkbox"/> <u>Wkbk. Review #2</u> (Grammar: #5-9; Trans. Pick 3 vv.)</p> <p><u>In class:</u> <b>vocQ4</b> (Ch. 16); <i>REVIEW, Q&amp;A</i></p> <p><b>W:</b> <u>In class:</u> ✦ <b>TEST 1: NOUNS (Chs. 4–9)</b> ✓ <b>Group Meeting Report 1 Due</b></p> <p><b>F:</b> <u>Before class:</u> <b>R</b> Mounce Section Overview 4 &amp; Chs. 15-16</p> <p><u>In class:</u> <i>Introduction to Greek Verbs; LEARN λύω CHART; *Bring Wkbk.</i></p>
6	V E R B S	M, Oct 3 W, Oct 5 F, Oct 7 	<p><b>M:</b> <u>Before class:</u> <input type="checkbox"/> <u>Wkbk.16</u> <b>*TRACK 2</b> (Pars. #1-5, Trans, #1-6)</p> <p><u>In class:</u> <b>vocQ5</b> (Chs. 17-18); <i>Present Active Indicative; Verbs, cont'd</i></p> <p><b>W:</b> <u>Before class:</u> <input type="checkbox"/> <u>Wkbk.16</u> <sup>T2</sup> (Parsing #6-10, Trans. #7-10, Add. #13-20, Eng. to Greek)</p> <p><u>In class:</u> <i>Contract Verbs; MORE λύω PRESENT CHART</i></p> <p><b>F:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 17; <input type="checkbox"/> <u>Wkbk.17</u> <sup>T2</sup> (Pars,W-up;Trans)</p> <p><u>In class:</u> <i>Present Middle/Passive; BBQ4 – λύω Present</i></p>
7		M, Oct 10 W, Oct 12 F, Oct 14 	<p><b>M:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 18; <input type="checkbox"/> <u>Wkbk.18</u> <sup>T2</sup> (Pars., Trans.[evens], Add.#14-18)</p> <p><u>In class:</u> <b>vocQ6</b> (Ch. 21) <i>Imperfect Indicative; LEARN λύω IMPERFECT CHART</i></p> <p><b>W:</b> <u>Before class:</u> ✓<b>up</b> Online Mini-Test #3 (due before class time); <b>R</b> Mounce Ch. 21; <input type="checkbox"/> <u>Wkbk.21</u> (Parsing, Warm-up, Trans. [odds])</p> <p><u>In class:</u> <i>Present and Imperfect Verbs wrap-up</i></p> <p><b>F:</b> <u>Before class:</u> <input type="checkbox"/> <u>Wkbk. Review #3</u> <sup>T2</sup> (p.108: #7, 8, 9; p.109: Pars. #1-6 &amp; vv. 5-6)</p> <p><u>In class:</u> <i>REVIEW, Q&amp;A; Discuss Ch. 10 vocab.; BBQ5 – λύω Imperfect</i></p>
8		M, Oct 17 W, Oct 19 F, Oct 21	<p><b>M:</b> <u>Before class:</u> <input type="checkbox"/> <u>Wkbk. Review #3</u> <sup>T2</sup> (pp.109-110: Pars. #7-15 &amp; vv. 1:7–2:2)</p> <p><u>In class:</u> <b>vocQ7</b> (Ch. 10*); <i>LEARN τις / τι CHART</i> <u>* note on Ch. 10 vocab.</u></p> <p><b>W:</b> ✦ <b>TEST 2: VERBS (Chs. 15–18, 21)</b> ✓ <b>Group Meeting Report 2 Due</b></p> <p><b>F:</b> <b>NO CLASS – FALL BREAK</b></p>

Wk	Unit	Date	Class Topics ( <i>italics</i> ) and Assignments (due the day listed)
9	A D V A N C E D	M, Oct 24	<b>M:</b> <u>Before class:</u> <b>R</b> Mounce Section Overview 3 & Ch. 10
		W, Oct 25	<u>In class:</u> <b>vocQ8</b> (Chs. 11-12); <i>Third Declension</i>
10	N O U N S	F, Oct 27	<b>W:</b> <u>Before class:</u> <input type="checkbox"/> Wkbk.10 <sup>T2</sup> (All Parsing & Translation) <u>In class:</u> <i>1<sup>st</sup> &amp; 2<sup>nd</sup> Personal Pronouns</i>
			<b>F:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 11; <input type="checkbox"/> Wkbk.11 <sup>T2</sup> (Pars., Trans.[evens], Eng. to Gk.) <u>In class:</u> <b>BBQ6</b> – <i>τις / τι; Other uses of αὐτός</i>
11	M O R E	M, Oct 31	<b>M:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 12; <input type="checkbox"/> Wkbk.12 <sup>T2</sup> (Parsing [odds], Trans. #6-10, Add. #13, 17, English to Greek)
		W, Nov 2	<u>In class:</u> <b>vocQ9</b> (Chs. 13-14); <i>Advanced Nouns Check-In</i> ; *Bring Greek NT
12	V E R B S	F, Nov 4	<b>W:</b> <u>Before class:</u> <b>✓up</b> Online Mini-Test #4 (due before class time) <u>In class:</u> <i>Demonstrative Pronouns/Adjectives</i>
			<b>F:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 13; <input type="checkbox"/> Wkbk.13 <sup>T2</sup> (Evens: Parsing, Warm-up, Trans.) <u>In class:</u> <b>BBQ7</b> – <i>Personal Pronoun; Relative Pronoun</i> *Bring Greek NT
13		M, Nov 7	<b>M:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 14; <input type="checkbox"/> Wkbk.14 <sup>T2</sup> (Evens: Parsing, Warm-up, Trans.) <u>In class:</u> <b>vocQ10</b> (Ch. 19); <i>Adv. nouns wrap-up</i> >> <b>Warning: Pop BBQ possible</b> >>
		W, Nov 9	<b>W:</b> <u>Before class:</u> <input type="checkbox"/> Wkbk.13 <sup>T2</sup> (Odd Trans.) & <input type="checkbox"/> Wkbk.14 <sup>T2</sup> (Odd Trans.; Add. #14) <u>In class:</u> <i>Future Tense</i>
14		F, Nov 11*	<b>F:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 19; <input type="checkbox"/> Wkbk.19 <sup>T2</sup> (Parsing, Warm-up, Trans. [all]) <i>*Asynch. classwork:</i> Watch teaching videos  on <i>Liquid and other forms of Future</i> ; Take Online Mini-Test #5
15		M, Nov 14	<b>M:</b> <u>Before class:</u> <b>✓up</b> Online Mini-Test #5 (due before class time) <u>In class:</u> <b>vocQ11</b> (Chs. 20, 22) → <u>Receive Take Home Test 3, DUE Mon, Nov 22</u>
		W, Nov 16	<b>W:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 20; <input type="checkbox"/> Wkbk.20 <sup>T2</sup> (Pars., W-up, Trans. [all]) <u>In class:</u> <i>REVIEW, Q&amp;A</i> *Bring Greek NT
16		F, Nov 18*	<b>F:</b> <u>Before class:</u> <input type="checkbox"/> Wkbk. Rev. #4 <sup>T2</sup> (pp. 140-3: Gram. #4,6-12; Pars. odds; Trans.Pick 3 vv.) <i>*Asynch. classwork:</i> Watch teaching videos  on <i>Aorist Verbs; 1<sup>st</sup> and 2<sup>nd</sup> Aorist</i>
17		M, Nov 21*	<b>M:</b> <u>By end of class:</u> ✨ <b>TEST 3: Take Home</b> (Chs. 10-14, 19-20) <b>DUE</b>
		W, Nov 23	 <b>Group Meeting Report 3 Due</b> <i>Over Thanksgiving break: Review vocabulary for Vocabulary Final (coming Dec. 5)</i>
18		F, Nov 25	<b>W &amp; F: NO CLASS – THANKSGIVING RECESS</b>



Wk	Unit	Date	Class Topics ( <i>italics</i> ) and Assignments (due the day listed)	
14	W R A P	M, Nov 28	<b>M:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 22; <input type="checkbox"/> <u>Wkbk.22</u> (Pars., W-up, Trans. [#1-3])	
		W, Nov 30	<u>In class:</u> <b>vocQ12</b> (Chs. 23-24); <i>Aorist, cont'd</i>	
		F, Dec 2 	<b>W:</b> <u>Before class:</u> <input type="checkbox"/> <u>Wkbk.22</u> (Trans. #4-10, 14-15) <u>In class:</u> <i>First Aorist Active/Middle Indicative</i>	
15		<b>F:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 23; <input type="checkbox"/> <u>Wkbk.23</u> (Parsing, Warm-up, Trans. [all]) <u>In class:</u> <i>Aorist and Future Passive Indicative; VOCABULARY REVIEW</i>		
		M, Dec 5	<b>M:</b> <u>Before class:</u> <i>Study ALL vocabulary</i>	
		W, Dec 7	<u>In class:</u> ✦ <b>VOCABULARY FINAL</b> (Chs. 4–24)	
	U P	F, Dec 9 	<b>W:</b> <u>Before class:</u> <b>R</b> Mounce Ch. 24; <input type="checkbox"/> <u>Wkbk.24</u> (Parsing, Warm-up, Trans. [all]) <u>In class:</u> <i>TRANSLATION AND REVIEW</i> *Bring <u>Greek NT</u>	
		<b>F:</b> <u>Before class:</u> <input type="checkbox"/> <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> <input checked="" type="checkbox"/> <b>Group Mtg. Report 4 Due</b>		
FA21 FINAL EXAMINATION WEEK: DECEMBER 12-16 ✦ <b>GREEK I FINAL EXAM: Wed, Dec 14, 10:30 A.M. – 1:00 P.M.</b>				

*We will not long preserve the gospel without the languages. The languages are the sheath in which this sword of the Spirit is contained; they are the casket in which this jewel is enshrined; they are the vessel in which this wine is held; they are the larder in which this food is stored; and, as the gospel itself points out, they are the baskets in which are kept these loaves and fishes and fragments. Hence, it is inevitable that unless the languages remain, the gospel must finally perish.*

Martin Luther (1483–1546)

This quote is translated from the German, from his tract “[To the Councilmen of All Cities in Germany That They Establish and Maintain Christian Schools.](https://www.westernseminary.edu/transformedblog/2012/05/14/is-learning-greek-and-hebrew-really-worth-it/)” Accessed August 29, 2016 from Dr. Marc Cortez’s blog post at <https://www.westernseminary.edu/transformedblog/2012/05/14/is-learning-greek-and-hebrew-really-worth-it/>