



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

B205-CB Introductory Greek 1

3 credits.

Dates: Sept. 16-Dec. 13, 2019

Monday Evenings: 6:15-9:15pm

***Some classes will be rescheduled due to holidays.**

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Course Content and Goals

Course Description

The purpose of this course is to introduce and to immerse the student into Koine Greek grammar and vocabulary that will aid in translating the New Testament. The learning resources and exercises are designed to prepare the student to be a competent reader of the New Testament, emphasizing the ability to read several passages from the Greek New Testament.

Relationship to Horizon's Mission

This course prepares students for Spirit-empowered life and ministry by equipping them to understand and apply biblical truth with greater proficiency. During the first semester, students will attain the skills needed to begin reading simpler passages of the Greek NT.

Core Competencies and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy*, students will

1. Learn the rudiments of Greek morphology (word forms) and syntax (the arrangement of words in a sentence) and gain proficiency in translating basic Greek constructions.
Assessment: Grammar quizzes, Mounce's workbook exercises, mid-term and final exams
2. Build a basic NT Greek vocabulary, having memorized approximately 200 words.
 - *Assessment:* Vocabulary quizzes, Mounce's workbook exercises, mid-term and final exams
3. Read simpler portions of the Greek NT.
 - *Assessment:* Quizzes, Mounce's workbook exercises, mid-term and final exams

Course Work

Required Resources

Mounce, William D. *Basics of Biblical Greek Grammar*. Fourth Edition. Grand Rapids: Zondervan, 2019. 978-0-310-53743-4

_____. *Basics of Biblical Greek Workbook*. Fourth Edition. Grand Rapids: Zondervan, 2019. ISBN: 978-0-310-53747-2

_____. *Basics of Biblical Greek Vocabulary Cards*. Grand Rapids: Zondervan, 2004.

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

1. *Mounce's workbook exercises*

After studying each lesson in class, each student will complete the accompanying written exercises in Mounce's *Workbook*. These exercises will be assessed for completion and spot-checked for accuracy.

- Related Learning Outcomes: 1, 2, 3
- The appropriate exercises will be submitted by 4 pm on **Thursdays**.

2. *Vocabulary quizzes*

These quizzes will typically (though not always) fall on **Wednesdays** and will be administered through Populi. They will be based on Mounce's vocabulary lists, located at the end of most chapters. They will be cumulative, with approximately 50% devoted to words introduced since the last quiz. See the additional guidelines for quizzes below.

- Related Learning Outcomes: 2
- Due date: see the schedule below.

3. *Grammar quizzes*

Like the vocabulary quizzes, these will be cumulative. They are designed to point out areas where further study is needed. Most grammar quizzes will occur at the beginning of class on **Monday** evenings, but see the course outline for exact quiz dates and contents. See the additional guidelines for quizzes below.

- Related Learning Outcomes: 1, 3
- Due date: see the schedule below.

Guidelines for both vocabulary and grammar quizzes:

- Missed quizzes cannot be 'made up' except in extraordinary circumstances, or by prior arrangement with the instructor.
- Grammar Quizzes begin promptly at the beginning of each class. Students who arrive late will not be given extra time.

- Tutorials will be held on Friday mornings (8:30-10:30 am) for students who need extra help in meeting their competency requirements.

4. *Mid-Term Examination*

- Related Learning Outcomes: 1, 2, 3
- Due date: Oct. 21, 2019

5. *Final Examination*

- Related Learning Outcomes: 1, 2, 3
- Due date: Dec. 13, 2019

Estimate of Time Investment (individual time investments may vary)

Classroom time		N/A
1. Mounce's workbook exercises	30 hrs	See below
2. Vocabulary Quizzes	15 hrs	See below
3. Grammar Quizzes	15 hrs	See below
4. Midterm Exam	20 hrs	Oct. 21
5. Final Exam	5 hours	Dec. 13
	10 hours	
	Total =	90-100 hrs

Assessment Rubrics

Assessment rubrics will be available on Populi under the Lesson "B205 Assessment Rubrics" by the first day of class.

Course Outline / Class Schedule

Date	Class Topic	Review Quizzes
09-16	Course Introduction and Overview	
	Mounce 1-3	
	Mounce 4: Punctuation and Syllabification	
09-18		Alphabet Quiz
09-19	Mounce 1-4 Workbook Submissions	
09-23	Mounce 5&6: Nominative and Accusative; Definite Article	Grammar Quiz → 4
	Mounce 7: Genitive and Dative Cases	
09-25		Vocabulary Quiz → 6
09-26	Mounce 6-7 Workbook Submissions	
09-30	Mounce 8: Prepositions and εἰμί	Grammar Quiz → 7
	Mounce 9: Adjectives	
10-02		Vocabulary Quiz → 8
10-03	Mounce 8-9 Workbook Submissions	
10-07	Mounce 10: Third Declension	Vocabulary Quiz → 10
	Mounce 11: First and Second Person Personal Pronouns	
10-09		Vocabulary Quiz → 12
10-10	Mounce 10-11 Workbook Submissions	
10-15	Tuesday: Mounce 12: αὐτός	Grammar Quiz → 11
	Review	
10-17	Mounce 12 Workbook Submissions	
10-21	Mid-Term Examination	
	Mounce 13: Demonstrative Pronouns/Adjectives	

10-23		Vocabulary Quiz → 14
10-25	Mounce 13 Workbook Submissions	
10-28	Midterm Exam Revision	
11-12	Mounce 14: Relative Pronoun	Vocabulary Quiz → 16
	Mounce 15-16: Present Active Indicative	
11-13		Grammar Quiz → 14
11-14	Mounce 14 + 16 Workbook Submissions	
11-18	Mounce 17: Contract Verbs	Grammar Quiz → 16
11-20		Vocabulary Quiz → 18
11-21	Mounce 17 Workbook Submissions	
11-26	Tuesday: Mounce 18: Present Middle/Passive Indicative	Grammar Quiz → 17
	Mounce 19: Future Active/Middle Indicative	
11-28	Mounce 18-19 Workbook Submissions	
12-02	Mounce 20: Verbal Roots, and Other Forms of the Future	Grammar Quiz → 18
	Mounce 21: Imperfect Indicative	
12-04		Vocabulary Quiz → 20
12-05	Mounce 20 Workbook Submissions	
12-09	Mounce 21, Continued Review for Exam	Grammar Quiz → 20
12-11		Vocabulary Quiz → 21
12-13	Friday: Final Exam	
12-18	Final Exam Revision	

- Quiz revisions (Grammar and Vocabulary): Friday morning tutorials (8:30-9:30am – vocabulary; 9:30-10:30 am – grammar)
 - Students who miss a quiz or receive a quiz score of 8/10 or less will need to attend the tutorial on the Friday following this quiz.
- Midterm Exam Revision: Oct. 28, 2019
- First submissions of assignments will not be accepted after Dec. 13, 2019
- Final Exam Revision: Dec. 18, 2019
- No resubmission of assignments will be accepted after Dec. 20, 2019

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* online and *before the due date*. Professors may

grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62

NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor’s teaching, your own learning, and fellow students who may be distracted by other uses.

- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Select Bibliography

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- Dobson, John. *Learn New Testament Greek*. 2nd ed. Grand Rapids: Baker, 1993.
- Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: Cambridge University Press, 2005.
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- Wenham, J. W. *The Elements of New Testament Greek*. Cambridge: Cambridge University Press, 1965.

Accents

- Carson, D. A. *Greek Accents: A Student's Manual*. 1985. Repr. Grand Rapids: Baker, 1995.

Dana, H. E., and Julius R. Mantey. "Accent." Pages 26-32 in *A Manual Grammar of the Greek New Testament*. Toronto: Macmillan, 1955.

Mastronarde, Donald J. "Ancient Greek Tutorials." <http://socrates.berkeley.edu/~ancgreek/>.

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