



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

## **B206 Introductory Greek II**

3 credits. Prerequisites: B205 Introductory Greek I.

 On Campus  Live-Stream

January 17-April 21, 2022

Winter 2022

Monday Evenings: 6:00-9:00pm

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

Susan Wendel, PhD

swendel@horizon.edu

### **Course Goals**

#### **Course Description**

As a continuation of Introductory Greek I, the purpose of this course is 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 begin to become a competent reader of the 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 this second semester of Greek studies, students will continue to 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. Continue to 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 Exam
2. Continue to build a basic NT Greek vocabulary.
  - *Assessment:* Vocabulary Quizzes, Mounce's Workbook Exercises, Mid-Term, and Final Exam
3. Read portions of the Greek NT.
  - *Assessment:* Quizzes, Mounce's Workbook exercises, Mid-Term, and Final Exam

## Course Work

### Required Resources

Mounce, William D. *Basics of Biblical Greek Grammar*. Fourth Edition. Grand Rapids: Zondervan Academic, 2019. ISBN: 9780310537434

\_\_\_\_\_. *Basics of Biblical Greek Workbook*. Fourth Edition. Grand Rapids: Zondervan Academic, 2019. ISBN: 9780310537472

\_\_\_\_\_. *Basics of Biblical Greek Vocabulary Cards*. Second Edition. Grand Rapids: Zondervan Academic, 2019. ISBN: 9780310598763. \*\*See also the online resource at <https://www.billmounce.com/flashworks>.

\*\*While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

### Course Assignments and Activities

**Portfolio Components. Certificate.** This assignment must be edited and submitted to the Biblical and Theological Literacy *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

#### 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
- **Due date:** The appropriate exercises will be submitted by midnight on **Thursdays**.

#### 2. *Vocabulary Quizzes.*

These quizzes will typically 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.

4. *Mid-Term Examination*

- Related Learning Outcomes: #1, 2, 3
- **Due date:** Feb. 28, 2022.

5. *Final Examination*

- Related Learning Outcomes: #1, 2, 3
- **Due date:** April 11, 2022.

**Estimate of Time Investment** (individual time investments may vary)

Classroom time	30 hrs	N/A
1. Mounce’s Workbook Exercises	15 hrs	See below
2. Vocabulary Quizzes	15 hrs	See below
3. Grammar Quizzes	20 hrs	See below
4. Midterm Exam	5 hrs	Feb. 28
5. Final Exam	10 hrs	April 11
Total =	95 hrs	

**Assessment Rubrics**

Assessment rubrics will be available on Populi under the Lesson “B206 Assessment Rubrics” by the first day of class.

**Course Outline / Class Schedule**

Date	Class Topic	Review Quizzes
01-17	Class Introduction and Review	
	Mounce 22: Second Aorist Active/Middle Indicative	
01-19		Vocabulary Quiz → 24
01-20		Mounce Workbook 22
01-24	Mounce 23: First Aorist Active/Middle Mounce 24: Aorist and Future Passive Indicative	Grammar Quiz → 22
01-26		Vocabulary Quiz → 25
01-27		Mounce Workbook 23-24
01-31	Mounce 25: Perfect Indicative	Grammar Quiz → 24
02-02		Vocabulary Quiz → 27
02-03		Mounce Workbook 25
02-07	Mounce 26-27: Present Adverbial Participles	Grammar Quiz → 25
02-09		Vocabulary Quiz → 29

02-10		Mounce Workbook 27
02-14	Mounce 28: Aorist Adverbial Participles Mounce 29: Adjectival Participles	Grammar Quiz → 27
02-16		Grammar Quiz → 29
02-17		Mounce Workbook 29
02-22	Mid-Term Exam Review <b>Tuesday</b>	
02-24		Vocabulary Quiz → 30
02-28	Mid-Term Exam	
	Mounce 30: Perfect Participles and Genitive Absolutes	
03-02		Vocabulary Quiz → 31
03-03		Mounce Workbook 30
03-07	Mounce 31: Subjunctive (+ Review)	Grammar Quiz → 30
03-09		Vocabulary Quiz → 33
03-10		Mounce Workbook 31
03-14	Mounce 32: Infinitive	Grammar Quiz → 31
03-17		Mounce Workbook 32
03-21	Mounce 33: Imperative Mood	Grammar Quiz → 32
03-23		Vocabulary Quiz → 34
03-24		Mounce Workbook 33
03-28	Mounce 34: Indicative of δίδωμι	Grammar Quiz → 33
	Mounce 35: Nonindicative Forms of δίδωμι	
03-30		Vocabulary Quiz → 35
03-31		Mounce Workbook 34-35
04-04	Mounce 36, ἵστημι, τίθημι, δείκνυμι	Grammar Quiz → 35
	Final Exam Review	
04-06		Vocabulary Quiz → 36
04-07		Mounce Workbook 36
04-11	Final Exam	

- Midterm Exam Revision: March 3, 2022.
- First submissions of assignments will not be accepted after Apr. 15, 2022.
- Final Exam Revision: Apr.18, 2022.
- No resubmission of assignments will be accepted after Apr. 21, 2022.

## **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.

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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### 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 <b>exceeded competency requirements for more than 40%</b> of the 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 <b>met competency requirements for all</b> learning outcomes and may have exceeded in 40% or less.	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 <b>beginning to meet competency requirements for any one or more</b> 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 <b>not yet meeting competency requirements for one or more</b> 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 College [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](mailto:bwilliamson@horizon.edu); Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto:lbellamy@horizon.edu).

### Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

### **Campus Health Policy**

Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

### **Live-Streaming Etiquette**

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

### **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**

#### **Introductory Grammars**

Adam, A. K. M. *A Grammar for New Testament Greek*. Nashville: Abingdon, 1999.

Black, David Alan. *Learn to Read New Testament Greek*. Nashville: Broadman & Holman, 1993.

Countryman, L. William. *The New Testament is in Greek: A Short Course for Exegetes*. Grand Rapids: Eerdmans, 1993.

Dobson, John. *Learn New Testament Greek*. 2<sup>nd</sup> ed. Grand Rapids: Baker, 1993.

- Duff, Jeremy. *The Elements of New Testament Greek*. 3<sup>rd</sup> ed. Cambridge: Cambridge University Press, 2005.
- Goetchius, Eugene Van Ness. *The Language of the New Testament*. New York: Charles Scribner's Sons, 1965.
- Efird, James M. *A Grammar for New Testament Greek*. Nashville: Abingdon, 1990.
- Hewett, James Allen. *New Testament Greek: A Beginning and Intermediate Grammar*. Peabody, MA: Hendrickson, 1986.
- Jay, Eric G. *New Testament Greek: An Introductory Grammar*. London: SPCK, 1958.
- Machen, J. Gresham. *New Testament Greek for Beginners*. New York: Macmillan, 1923.
- \_\_\_\_\_. *New Testament Greek for Beginners*. 2<sup>nd</sup> ed. Revised by Dan G. McCartney. Upper Saddle River, NJ: Pearson Prentice Hall, 2004.
- Mounce, William D. *Basics of Biblical Greek Grammar*. 3<sup>rd</sup> ed. Grand Rapids: Zondervan, 2009.
- Summers, Ray. *Essentials of New Testament Greek*. Revised by Thomas Sawyer. Nashville: Broadman & Holman, 1995.
- 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.
- Mastrorarde, Donald J. "Ancient Greek Tutorials." <http://socrates.berkeley.edu/~ancgreek/>.
- Probert, Philomen. *A New Short Guide to the Accentuation of Ancient Greek*. London: Bristol Classical Press, 2003.