



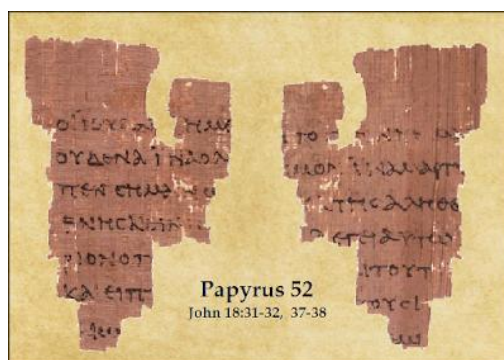
B205 Introductory Greek 1

3 credits. Prerequisites: None.

📺 Online Video

September 14-December 18, 2026
Semester Course
Online Video

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Course 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 and MCS'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:* Grammar Quizzes, Mounce's Workbook Exercises, Mid-term and Final Exams

Course Work

Required Readings

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

[DTL](#)

_____. *Basics of Biblical Greek Workbook*. Fourth Edition. Grand Rapids: Zondervan Academic, 2019. ISBN: 9780310537472. ***Students must purchase this workbook so they can complete the exercises.**

Select your preferred vocabulary learning format:

- a. Printed vocabulary flashcards

_____. *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>)

- b. *FlashGreek* vocabulary app (choose the textbook in the app: Mounce, William D. *Basics of Biblical Greek Grammar*)

****While students have the benefit of accessing many of 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.**

Course Assignments and Activities

1. Video Lesson Discussions

In order to pass the course, students are required to “attend” all video lectures and to discuss them via Padlet with the professor. By Saturday at 11:59PM each week, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week's class. VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.

Lecture video recordings are housed on VOD Video Centre. The link and password will be placed on Populi, under the “Syllabus” tab, under the list of “Links,” in the right column.

Video report Submission Due Dates:

- Students will watch the lectures according to the following schedule:
 - Week 1 Lectures and Report due September 19
 - Week 2 Lectures and Report due September 26
 - Week 3 Lectures and Report due October 3
 - Week 4 Lectures and Report due October 10
 - Week 5 Lectures and Report due October 17
 - Week 6 Lectures and Report due October 24
 - Week 7 Lectures and Report due October 31
 - Week 8 Lectures and Report due November 7
 - Week 9 Lectures and Report due November 14
 - Week 10 Lectures and Report due November 21
 - Week 11 Lectures and Report due December 5
- Students will fulfill the course attendance requirements through their video report submissions. They must submit their reports on time to be registered as present for class.

2. *Mounce's Workbook Exercises* 20%

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. Students are required to complete all parts of the workbook that are assigned in class by the professor each week. Kindly ensure that your writing is **clear** and **legible**.

- Related learning outcome(s): #1, 2, 3.
- **Due date:** see the schedule below. All assignments are due at **8:00pm ET**

3. *Vocabulary Quizzes* 15%

These quizzes 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. Students are required to take the vocabulary quizzes at the scheduled time and are not permitted to use notes, textbooks, or any other aids. See the additional guidelines for quizzes below.

- a. Related learning outcome: #2.
- b. **Due date:** see the schedule below. All assignments are due at **8:00pm ET**

4. *Grammar Quizzes* 15%

Like the vocabulary quizzes, these will be cumulative. They are designed to point out areas where further study is needed. Students are required to take the grammar quizzes at the scheduled time and are not permitted to use notes, textbooks, or any other aids. See the additional guidelines for quizzes below.

- a. Related learning outcomes: #1, 3
- b. **Due date:** see the schedule below. All assignments are due at **8:00pm ET**

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.

5. *Mid-Term Examination*

20%

The midterm exam will cover all grammar, forms, and vocabulary studied so far, based on the first 12 chapters of Mounce. Students are required to take the exam at the scheduled time and are not permitted to use notes, textbooks, or any other aids. Additional instructions will be provided on Populi.

- Related learning outcomes: #1, 2, 3
- Assignment length:** 85 min.
- Due date:** by October 24, 2026. All assignments are due at **8:00pm ET**

6. *Final Examination*

30%

The final exam will cover all grammar, forms, and vocabulary studied throughout the semester. Students may choose a time that works best for them on either December 15 or 16. Students are not permitted to use notes, textbooks, or any other aids. Additional instructions will be provided on Populi.

- Related learning outcomes: #1, 2, 3
- Assignment length:** 3 hours.
- Due date:** By December 11, 2206. All assignments are due at **8:00pm ET**

Date	Class Topic	Grammar Quizzes	Vocabulary Quizzes	Workbook Submissions
until Sept 19	Course Introduction and Overview, Mounce 1-4: Punctuation and Syllabification			
Sept 21 Monday		Alphabet Quiz		
Sept 22 Tuesday				1-4 Workbook Submissions
until Sept 26	Mounce 5-6: Nominative and Accusative; Definite Article, Mounce 7: Genitive and Dative Cases	Grammar Quiz → 4		
Sept 28 Monday			Vocabulary Quiz → 6	
Sept 29 Tuesday				6-7 Workbook Submissions
until Oct 3	Mounce 8: Prepositions and εἰμί, Mounce 9: Adjectives	Grammar Quiz → 7		
Oct 5 Monday			Vocabulary Quiz → 8	
Oct 6 Tuesday				8-9 Workbook Submissions
until Oct 10	Mounce 10: Third Declension, Mounce 11: First- and Second-Person Personal Pronouns		Vocabulary Quiz → 10	
Oct 12 Monday			Vocabulary Quiz → 12	

Oct 13 Tuesday				10-11 Workbook Submissions
until Oct 17	Mounce 12: αὐτός, Review	Grammar Quiz → 11		
Oct 19 Monday				12 Workbook Submissions
By October 24	Mid-Term Examination Mounce 13: Demonstrative Pronouns/Adjectives			
Oct 26 Monday			Vocabulary Quiz → 14	
Oct 28-30	Revisions (Midterm Exam, Workbook Exercises, Grammar & Vocabulary Quizzes)			
Oct 26-30	Fall Reading Week - No Class			
Nov 2-6	MODULE Week - No Class			
until Nov 14	Mounce 14: Relative Pronoun, Mounce 15-16: Present Active Indicative			
Nov 16 Monday			Vocabulary Quiz → 16	
Nov 17 Tuesday				14, 16 Workbook Submissions
until Nov 21	Mounce 17: Contract Verbs	Grammar Quiz → 16		
Nov 23 Monday			Vocabulary Quiz → 17	
Nov 24 Tuesday				17 Workbook Submissions
until Nov 29	Mounce 18: Present Middle/Passive Indicative Mounce 19: Future Active/Middle Indicative	Grammar Quiz → 17		
Nov 30 Monday			Vocabulary Quiz → 18	
Dec 1 Tuesday				18-19 Workbook Submissions
until Dec 5	Mounce 20: Verbal Roots, and Other Forms of the Future, Mounce 21: Imperfect Indicative	Grammar Quiz → 19		
Dec 7 Monday			Vocabulary Quiz → 20	
Dec 8 Tuesday				20 Workbook Submissions
until Dec 10 Thursday	Mounce 21, Continued Review for Exam	Grammar Quiz → 20		
Dec 11 Friday			Vocabulary Quiz → 21	
Dec 12 Saturday				21 Workbook Submissions
Dec 14-15 (Mo-Tu)	Final Exam			
Dec 16-18 (Wed – Fri)	Revisions (Final Exam, Workbook Exercises, Grammar & Vocabulary Quizzes)			

Estimate of Time Investment (individual time investments may vary)

1. Video Lesson Discussions	33 hrs	N/A	Assignment Weighting
2. Mounce's workbook exercises	15 hrs	See above	20%
3. Vocabulary Quizzes	15 hrs	See above	15%
4. Grammar Quizzes	20 hrs	See above	15%
5. Midterm Exam	5 hrs	By October 24	20%
6. Final Exam	10 hrs	By Dec 14-15	30%
Total =		98 hrs	

All assignments are due at **8:00pm ET** unless otherwise indicated.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Revisions

- If a student scores less than 70% in the quizzes or the workbook exercises for the first half of the course or for the second half of the course, there will be a revision opportunity covering the material from that section, see dates in the table above. For revision students may be asked to complete an alternate assignment based on material in that particular section.
- No assignments will be accepted after December 18, 2026.

Academic Policies**General Assignment Guidelines**

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late,

penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Competency Assignment Revisions

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, rather than solely earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

Horizon and MCS Competency Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72
BTM	Beginning to meet expectations	Student demonstrated satisfactory progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
		Student demonstrated minimal progress in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52

NY M	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	F	0.0	0-49
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Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be

marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must 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 and MCS encourage 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 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;

- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

Grammar Reference Books

- Adam, A. K. M. *A Grammar for New Testament Greek*. Nashville: Abingdon, 1999.
- Baugh, S. M. *A New Testament Greek Primer*. 3^d ed. Phillipsburg, NJ: P&R Publishing, 2012.
- Black, David Alan. *Learn to Read New Testament Greek*. 3d ed. Nashville: B&H Academic, 2009.
- Bouter, Ma Chris. *New Testament Greek for Beginners*. Morrisville, NC: Lulu Press, 2013.
- Campbell, Constantine R. *Reading Biblical Greek*. Grand Rapids: Zondervan Academic, 2017.
- Countryman, L. William. *The New Testament is in Greek: A Short Course for Exegetes*. Grand Rapids: Eerdmans, 1993.
- Croy, N. Clayton. *A Primer of Biblical Greek*. Grand Rapids: Eerdmans, 2011.
- Dobson, John. *Learn New Testament Greek*. 3rd ed. Grand Rapids: Baker, 2014.
- Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: Cambridge University Press, 2005.
- Efird, James M. *A Grammar for New Testament Greek*. Nashville: Abingdon, 1990.
- Gatchell, Christine. *Elementary Greek: Koine for Beginners: Year One with Daily Lesson Plans for a 30-Week Course*. Highlands Ranch, CO: Open Texture, 2007.
- Hadjiantoniou, George Aristotle. *A Basic Grammar of New Testament Greek*. Revised. Chattanooga, TN: AMG Publishers, 1998.
- Harris, Dana M. *Introduction to Biblical Greek: Grammar*. Grand Rapids: Zondervan Academic, 2020.
- Hewett, James Allen. *New Testament Greek: A Beginning and Intermediate Grammar*. Revised. Peabody, MA: Hendrickson, 2009.
- Hudson, D. F. *New Testament Greek*. Lincolnwood, IL: NTC Publishing Group, 1975.
- Machen, J. Gresham. *New Testament Greek for Beginners*. 2nd ed. Revised by Dan G. McCartney. Upper Saddle River, NJ: Pearson Prentice Hall, 2004.
- Merkle, Benjamin L., and Robert L. Plummer. *Beginning with New Testament Greek: An Introductory Study of the Grammar and Syntax of the New Testament*. Nashville: B&H Publishing Group, 2020.
- Mounce, William D. *Basics of Biblical Greek Grammar*. 4th ed. Grand Rapids: Zondervan, 2019.
- Reed, Jeffrey T., Matthew Brook O'Donnell, and Stanley E. Porter. *Fundamentals of New Testament Greek*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 2019.
- Stevens, Gerald. *New Testament Greek Primer*. New Orleans: Jerusalem Publications, 2009.

- Summers, Ray. *Essentials of New Testament Greek*. Revised. Nashville: B&H Academic, 2019.
- Wenham, J. W. *The Elements of New Testament Greek*. 2nd ed. Cambridge: Cambridge University Press, 1973.
- Zacharias, Danny. *Biblical Greek Made Simple*. Bellingham, WA: Lexham Press, 2018.

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/>.
- Probert, Philomen. *A New Short Guide to the Accentuation of Ancient Greek*. London: Bristol Classical Press, 2003.

Dictionaries, Lexicons

- Dean, Margaret. *Reading New Testament Greek: Complete Word Lists and Reader's Guide*. Peabody, MA: Hendrickson Publishers, 1993.
- Fresch, Christopher J. *A Book-by-Book Guide to New Testament Greek Vocabulary*. Grand Rapids: Baker Academic, 2019.
- Louw, Johannes P., and Eugene A. Nida. *Greek-English Lexicon of the New Testament Based on Semantic Domains*. 2 vols. New York: United Bible Societies, 1988.
- Michael, T., and W. Halcomb. *800 Words and Images: A New Testament Greek Vocabulary Builder*. GlossaHouse, 2013.
- Pate, M., ed. *A Concise Lexicon for the Original Koine Greek New Testament*. 2011.
- Pennington, Jonathan T. *New Testament Greek Vocabulary*. Grand Rapids: Zondervan, 2001.
- Trenchard, Warren C. *A Concise Dictionary of New Testament Greek*. Cambridge: Cambridge University Press, 2003.
- Van Voorst, Robert E. *Building Your New Testament Greek Vocabulary*. 3^d ed. Grand Rapids: Eerdmans, 1999.

Reading Resources

1. Nestle-Aland 28
2. The Tyndale House Greek New Testament
3. UBS 5 Greek Bible
4. "The New Testament in the Original Greek": Reading the New Testament in its original language is a practical way to apply your knowledge.

5. Goodrich, Richard J., Lukaszewski, Albert L. "A Reader's Greek New Testament". This includes vocabulary aids and is designed for those who are beginning to read Greek texts.
6. Quattuor Evangeliorum Synopsis

Additional books

- Ackerman, David. *Grammatical Notes for New Testament Greek*.
- Fanning, Buist M. *Verbal Aspect in New Testament Greek*. Oxford Theology and Religion Monographs. Oxford: Clarendon Press, 1990.
- Huffman, Douglas S. *The Handy Guide to New Testament Greek: Grammar, Syntax, and Diagramming*. Grand Rapids: Kregel Academic, 2012.
- Lamerson, Samuel. *English Grammar to Ace New Testament Greek*. Grand Rapids, MI: Zondervan, 2004.
- Land, Darin H. *Reboot Your Greek: A Forty-Day New Testament Greek Refresher*. Eugene, OR: Wipf and Stock, 2013.
- McLean, B. H. *New Testament Greek: An Introduction*. Cambridge: Cambridge University Press, 2011.
- Merkle, Benjamin L., and Robert L. Plummer. *Greek for Life: Strategies for Learning, Retaining, and Reviving New Testament Greek*. Grand Rapids: Baker Academic, 2017.
- Metzger, Bruce M. *Lexical Aids for Students of New Testament Greek*. Grand Rapids: Baker Academic, 1998.
- Moulton, James Hope. *An Introduction to the Study of New Testament Greek*. 3rd ed. London: T&T Clark, 1906.
- Mounce, William D. *Greek for the Rest of Us: Using Greek Tools without Mastering Biblical Greek*. 2nd ed. Grand Rapids: Zondervan, 2013.
- Mueller, Walter. *Grammatical Aids for Students of New Testament Greek*. Grand Rapids: Eerdmans, 1972.
- Simpson, Graham. *A Student's Guide to New Testament Greek*. Eugene, OR: Wipf and Stock, 2018.
- Wenham, J. W. *Key to The Elements of New Testament Greek*. Cambridge: Cambridge University Press, 1971.
- Windham, Neal. *New Testament Greek for Preachers and Teachers: A Refreshing Guide to Grammar and Exegesis*. Grand Rapids: Baker Academic, 2001.

Apps and Software (Greek Study Tools)

Offer extensive resources for studying Koine Greek, including interlinear texts and parsing tools.

1. Logos Bible Software
2. Accordance

3. FlashGreek
4. ParseGreek (ParseGreek LITE - limited to 10 cards in the quiz)
5. *Others.*

Facebook Groups

There are several groups dedicated to the study of Koine Greek where you can ask questions and share resources. (ex. *Nerdy Biblical Majors Facebook Group*)

Online resources

1. Bible Gateway <https://www.biblegateway.com/versions/>
2. Greek Documents <https://greekdoc.github.io/index.html>
3. GNT Reader <https://gntreader.com/?b=EPH&c=1&v=1>
4. Interlinear Bible <https://biblehub.com/interlinear/>
5. Lumina <https://netbible.org/about/>
6. Step <https://www.stepbible.org/>
7. Textkit Greek and Latin <https://www.textkit.com/> (Offers a variety of resources for learning ancient languages, including Koine Greek. They provide free textbooks, grammatical explanations, and exercises.)
8. Henry George Liddell, Robert Scott, A Greek-English Lexicon
<https://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.04.0057>
9. Henry George Liddell, Robert Scott, An Intermediate Greek-English Lexicon
<https://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.04.0058>
10. B-Greek: The Biblical Greek Forum <https://www.ibiblio.org/bgreek/forum/index.php>
11. Flashcards of New Testament Greek Words <https://quizlet.com/au/37634862/nt-greek-words-frequency-down-to-10-flash-cards/>