

BGRK 611.W1 – Elementary Greek I (Online | Hybrid Option)

Graduate School of Theology

Abilene Christian University

Fall 2022

3 credit hours, no prerequisites

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Available for virtual meetings during office hours and at other times on request

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Course Description

This course provides an introduction to the vocabulary, grammar, and syntax of New Testament Greek.

The **GST Mission** is to equip men and women for effective missional leadership for ministry in all its forms and to provide strong academic foundations for theological inquiry. By equipping students with the requisite skills, knowledge, and experience, the GST aspires to produce graduates with trained minds and transformed hearts.

Textbooks

REQUIRED:

N. Clayton Croy, *A Primer of Biblical Greek*. Eerdmans, 1999. ISBN 978-0-8028-6733-9

OPTIONAL:

Samuel Lamerson, *English Grammar to Ace New Testament Greek*. Zondervan, 2004.
ISBN 978-0310255345

Outcomes

This course fulfills the following GST program outcomes:

SLOs	Competencies	Measures
GST Program Outcome #1 Students will have knowledge of the content and theological shape of the Christian Scriptures.	• Exercises sound critical exegetical practices.	• translation exercises • discussion board • exams
GST Program Outcome #3 Students will demonstrate competency in languages appropriate for their degree.	• Demonstrated knowledge of Greek grammar, syntax, and vocabulary. • Able to translate elementary Greek sentences with the help of lexical aids.	• translation exercises • discussion board • quizzes

		• exams
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Course Requirements

Students must fulfill the following requirements in order to receive a passing grade:

- 1) Class Preparation and Participation: students must adequately demonstrate their understanding of the assigned grammatical material by submitting weekly translation exercises and participating in the class discussion board.
- 2) Quizzes: students must master vocabulary (both noun and verb forms) and grammar as soon as possible to facilitate completion of assignments. Weekly vocabulary and/or grammar quizzes will focus on the most recently learned forms, with some cumulative questions.
- 3) Pathways Assignments: All students in formational ministry or missions degrees (MAGS, MACM, MDIV) must complete the three Pathways reflections.
- 4) Exams: students must pass three cumulative, written examinations covering vocabulary, verb/noun/adjective endings, translation, and other grammatical material. Students will be notified in advance of the material to be covered on a particular exam.

Grading

Assignments for this course will be weighted as follows:

1. Translation exercises – 20%
2. Weekly translation discussion – 10%
3. Quizzes – 15%
4. Pathways assignment – 10%
5. Exams – 45%
 - a. Vocabulary Exams – 15%
 - b. Translation Exam – 30%

Please see the Canvas site for assignment details.

Grading Scale

A	90-100	Excellent - covers full range of material, displays depth of comprehension. Translation is perfect or nearly perfect in grammar, spelling, and usage.
B	80-89	Good – but not superior, reflects comprehension of most crucial aspects of material only. Very few grammar, spelling, or usage errors.
C	70-79	Decent – competent in most aspects but with significant lapses. Multiple grammar, spelling, or usage errors.
D	60-69	Unsatisfactory - some effort shown but overwhelmed by flaws in thinking. Major mistakes in grammar, spelling, or usage.
F	<59	Failing – Please don't.

The Weekly Routine (all times are US Central time zone)

Sunday: New module begins. Please work steadily through the assigned lessons *throughout* the week. If you wait until the end of the week, you will find language learning very frustrating and will risk not finishing the assignment in time.

By Monday at 11:59 pm: Check the previous week's homework and post your corrections and questions on the discussion board. (*If you attended the Wednesday class session of the previous week via Zoom, you are excused from the discussion board.*)

Wednesday at 1:30-4:20 pm: Join the residential Greek class via Zoom (optional, but **highly recommended**). For more information, see #2 under Course Policies. The instructor's feedback on the previous week's assignment will usually be available to view by Wednesday.

Friday at 11:59 pm: Weekly quiz due. I have provided flashcard decks for each lesson which can be used online or on the smart phone app Quizlet. The quiz may be taken as many times as desired; Canvas will save the most recent grade. Most of the quiz will cover new material, but at least five questions will be cumulative. Continuing to practice vocabulary and grammar from previous weeks is imperative.

Saturday at 11:59 pm: Weekly translation assignment deadline. The assignment receives full credit for completion and timely submission, but points will be deducted for incomplete or late work. Once you have turned in your translation assignment, the next week's module will unlock.

Exam Weeks: Review and exam preparation with no new material. The exam is due by 11:59 pm on Saturday. It has two parts: vocabulary and translation.

Course Policies & Administrative Information

1. Getting in Touch

- a. Email is the easiest and preferred method of communication: kelli.gibson@acu.edu.
- b. I am *always* willing to meet one-on-one or in groups with my online students using Zoom or a similar web conferencing application. Just email me to set up a time.
- c. Office phone: 325-674-3709.

2. Optional real-time participation

All online students who are able are welcomed and strongly encouraged to join the residential class on Wednesday at 1:30-4:20 (US Central) via Zoom. A link will be provided on Canvas, and an invitation via Google calendar will also be sent to all students. If students are unable to join, there will be **no penalty**, but any students who do participate are excused from the following week's online discussion board assignment. Each class period will be recorded and posted to the Canvas website so that those who are unable to participate can still access the conversation.

3. **Participation**: *The highly interactive nature of an online course makes regular, timely participation a must.* Students should check the course site frequently for any course announcements, feedback, or other pertinent information in addition to the time spent completing assignments. Students who will not have access to the class site for any given week of the term should contact the instructor *in advance* to notify her of their absence. Students whose participation is limited due to illness or other unforeseen circumstances

should notify the instructor *as soon as possible* to make arrangements to complete assignments after the deadline.

4. **Inclusive Language:** Every attempt will be made to use inclusive language, as this concern influences not only classroom assignments but also our interpretation of the Bible. Exceptions to this policy will be made for translation accuracy only.
5. **Course Deadlines:** Quizzes and exams must be taken the week they are given to avoid falling behind. Because language learning is cumulative, and it snowballs quickly when one falls behind, the strict late policy is intended to be beneficial, not punitive. If you know that you will have to turn something in late, you should contact the professor immediately to explain your situation and agree on a suitable plan to get caught up quickly. In general, the late policy is as follows:
 - a. **Late translation assignments will lose one letter grade for each day that they are late.**
 - b. **Late discussion posts: one point is deducted if the assignment is one day late; half credit is given for posts 2-5 days after the due date. After five days, they receive no credit.**
 - c. **Late quizzes** may only be taken once.
 - d. Any assignments submitted more than a week after the due date will not receive credit, except in extraordinary circumstances and almost always with prior approval from the instructor.
6. **GST Pathways:** Please see the Canvas site for details.
7. **Special Needs Policy:** ACU complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have a documented disability and wish to discuss academic accommodation, please contact the ACU Student Disability Services Office (a part of the Alpha Scholars Program). In order to receive accommodation, you must be registered with Disability Services and you must complete a specific request for each class in which you need accommodation. Call 325-674-2667 for an appointment with the Director of Disability Services.
8. **Academic Integrity Policy:** Students are expected to submit their own work for all assignments. Any attempt to pass off another's work as one's own, whether in part or in full, is considered plagiarism. This includes heavy dependence upon translation keys for the grammar or existing English translations of the Septuagint or New Testament. It is also cheating (and foolish) to use Google Translate, which is based on modern Greek. In the first instance of suspected cheating, the instructor will request input from two faculty colleagues. If they agree that the work is suspicious, the professor will contact the student, and the assignment will receive zero credit. On the second instance of suspected cheating, the professor will further report to the associate dean, who will begin the university's official procedures for violations of academic integrity. The second violation may result in being dropped from the class with an F. The university's policy is posted at <http://www.acu.edu/academics/provost/documents/AcademicIntegrityPolicy.pdf>.

9. **This syllabus is subject to change** during the course of the semester. Students will be promptly notified if changes are made.
10. **Course Materials:** Course materials prepared by the instructor (including PowerPoint presentations, study guides, and handouts), together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

Course Schedule

Week	Dates	Croy	Subject
1	Aug 29–Sept 3	Lessons 1-2	Alphabet, Present Active Indicative
2	Sept 4–10	Lessons 3-5	Nouns, Adjectives Pathways Assignment Pt. 1 due
3	Sept 11–17	Lessons 6-8	Prepositions, Pronouns
4	Sept 18–24	Lessons 9-11	Present Middle/Passive and Imperfect Verbs
5	Sept 25–Oct 1	<i>Review</i>	Exam #1
6	Oct 2–8	Lessons 12-14	Future and Aorist Verbs
7	Oct 9–15	Lessons 15-16	Perfect and Aorist Passive Verbs
8	Oct 16–22	Lessons 17-18	3 rd Declension Nouns, Present Participles <i>Wednesday class meeting is canceled this week</i> Pathways Assignment Pt. 2 due
9	Oct 23–29	Lessons 19-20	Aorist and Perfect Participles
10	Oct 30–Nov 5	<i>Review</i>	Exam # 2
11	Nov 6-12	Lessons 21-22	Contract and Liquid Verbs
12	Nov 13–19	Lessons 23-24	Subjunctive and Infinitive Verbs
13	Nov 20-26	<i>No class or assignments due—Happy Thanksgiving!</i>	
14	Nov 27–Dec 3	Lessons 25-27, Cumulative review exercises	3 rd Declension Nouns, Imperative Verbs, Pronouns <i>Happy Thanksgiving!</i>
15	Dec 4–10	<i>Review</i>	Exam #3 Pathways Assignment Pt. 3 due

GST Classroom Virtues

The GST invites students to participate in a process of theological and spiritual formation. Knowing how to think theologically comes by habit and by imitation, not simply by acquiring isolated facts. The assumption here is that books alone are insufficient for addressing difficulties of life and forming people into the image and likeness of God. Ultimately, we strive to form communities of inquiry, inviting you to inhabit a shared world of learning. Within such an environment, the goal is to cultivate critical skills of reflection, spiritual disciplines, interact authentically with one another, and learn to function as a community of inquiry. A large part of this involves connecting areas of life rather than pitting them against one another. Prayer, study, and other dimensions of life are all integral to the process of formation. Consequently, we invite you to participate in a set of practices; nurtured within this context, you pursue “intellectual, moral, spiritual excellence” the result of which is the formation of the whole person.

1. **Desire for truth in the context of love**—the aptitude to discern whether belief-forming processes, practices, and people yield true beliefs over false ones. People motivated by this desire will be more likely to conduct thorough inquiries, scrutinize evidence carefully, investigate numerous fields of study, and consider alternative explanations while respecting and caring for others.
2. **Humility**—the capacity to recognize reliable sources of informed judgment while recognizing the limits of our knowledge and the fallibility of our judgments. This is not created in isolation but takes into account feedback and correction from other sources of informed judgment.
3. **Honesty**—the capacity to tackle difficult questions without seeking simple answers. Ignoring complex and difficult questions only solidifies vices such as intellectual dishonesty, close-mindedness, and rash judgments. These vices preclude the possibility of refining our thinking and of participating in conversations with others.
4. **Openness**—the desire to engage in an open-ended search for knowledge of God, including receptivity to different ideas, experiences, and people. Listening becomes a discipline that acknowledges the other and respects diversity. The art of being a student and a teacher is an ongoing process that necessitates hospitality, patience, and love.
5. **Courage**—the ability to articulate one’s position while considering other perspectives. The aptitude to express convictions involves risk yet fosters opportunities for meaningful dialog. Responding to objections entails tenacity but should not be confused with close-mindedness.
6. **Wisdom**—the capacity to offer a synthetic discernment of knowledge on behalf of the community. The aim is not merely the dissemination of information but a pastoral implementation of faith for the building up of the community. It solidifies various pieces of data, practices, and experiences and aptly applies knowledge and faith to particular situations.
7. **Stewardship**—the commitment to one’s accountability to the gifts and responsibilities that one brings to the classroom. Classroom engagement includes proactively participating in the course goals, seeking mastery of course competencies, and collaborating with faculty and fellow students in the development of a learning environment. Committing oneself to spiritual and intellectual well-being and growth is a faithful response to the opportunities graduate education affords.
8. **Hopefulness**—the receptivity to the future possibilities of God. The cultivation of thankfulness for our heritages and expectation for our future ministries engenders a guard against cynicism and a spirit of perseverance during times of stress and disorientation.