

University of Central Oklahoma  
College of Liberal Arts  
Department of Modern Languages  
Fall 2020

**GRK 1113: Introduction to Biblical Greek**

CRN: 12801

MWF 10:00AM-10:50AM,  
Liberal Arts North, Rm. 220

Instructor: Dr. Jerry Green

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Office: Liberal Arts North, 204c

Office Hours: M-F, 3:00-4:00 PM (and by appointment)

**Course Description:**

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“This course is an introduction to the pronunciation, grammar, reading, and composition of Biblical Greek.”

The New Testament was originally written in a Greek dialect called *Koine* (i.e. ‘common’ Greek). The same Greek dialect was used to translate a certain form of the Old Testament in a collection called the Septuagint. It was also the dialect of Greek throughout the Mediterranean from around 350 BCE onward, when Alexander the Great spread Greek language and culture throughout his short-lived empire. It persisted as a common language for diverse ethnic groups to speak to each other through the Roman and Byzantine period, and used in important treatises in literature, philosophy, and early science. In this class, you will begin to learn the fundamentals of this Greek dialect.

This course is part of a one-year sequence in the basic grammatical categories of Koine Greek. Any language takes a long time to master, especially a classical language like Greek which is read but rarely spoken. You certainly won’t be ‘fluent’ by the end of one class. But I will help you learn the tools to continue reading Greek on your own with the use of dictionaries and online resources.

Over the course of the semester you will:

- Learn to recognize and replicate the letters and sounds of the Greek alphabet
- Learn the most important and most frequent Koine Greek vocabulary
- Learn the basics of Greek noun, adjective, and pronoun declension systems
- Learn the basics of Greek verb conjugation for present, future, and past active tense verbs
- Learn the basics of Greek syntax for simple sentences, including preposition and pronoun use

In addition, you will develop:

- A more sophisticated grasp of linguistic concepts, independent of a specific language
- A more thorough understanding of English grammar and etymology
- An awareness of the ambiguity and complexity of natural language and translations
- An appreciation of the original language of a few highly influential religious texts

Two things worth noting:

- 1) This class is about ancient Greek, not modern ‘Demotic’ Greek (that’s a different dialect),
- 2) This is not a theology class: our focus will be on the language of the NT, not so much on the content (though of course the former can’t help but teach you a little about the latter).

**Prerequisites:** None

### **Transformational Learning Outcomes:**

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The University of Central Oklahoma is a learning-centered organization committed to Transformative education through active engagement in the teaching-learning interchange, scholarly and creative pursuits, leadership, global competency, healthy lifestyles, and service to others. Transformative learning goals (the “Central Six”) have been identified as: *Discipline Knowledge*; *Leadership*; *Research, Scholarly and Creative Activities*; *Service Learning and Civic Engagement*; *Global and Cultural Competencies*; and *Health and Wellness*. This course addresses two of the University’s transformative learning goals:

*Discipline Knowledge*, by developing competency in the *Koine* Greek dialect  
*Global and Cultural Competencies*, by engaging with the language and texts of another culture

### **Course Materials**

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We will use a variety of course materials in this class. The **required** textbook for the course is:

Green, J. (2020) *Koine: A Learner-Centered Approach to Hellenistic and Biblical Greek*.

This text is available at [APMOK](#) on 500 E. 2nd St (right across from campus, on the corner of 2<sup>nd</sup> and Rankin). It will cost about \$30. This will be our primary textbook for the class.

There are two other recommended books for this course:

Black, D. A. (1998) *It’s Still Greek to Me*. Baker Academic. ISBN: 0801021812

Trenchard, W. (2003) *A Concise Dictionary of New Testament Greek*. Cambridge University Press. ISBN: 0521521114

These two books supplement the textbook for the course: one focuses on grammar, the other vocabulary. They are both inexpensive, and used copies should be easy to find.

We will also make significant use of D2L for posted material and assignments. It is your responsibility to make sure you have regular, reliable access to D2L for this material (and to email for updates and other communication from me).

### **Tutoring**

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We have the distinct good fortune of having a tutor from BELL (the Broncho Education and Learning Lab) reserved specifically for this class. This tutor, Mason Robinson, has both taken the course himself, and has served as a tutor for the class in the previous years.

This means you will have access to regularly scheduled small group tutoring hours available every week (typically before class MWF), not to mention extra attention in class and by email. This is a unique and valuable resource, and I encourage you to take advantage of it.

### **Workload**

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Language classes are very different from others kinds of classes. Language mastery is a skill, and skills require practice. But practice takes time and effort. The standard recommendation is that students study 2 hours outside of class for every hour in class (i.e. 6 hours a week outside of class + 3 hours in class). You can get by in most classes without anything near this level of work. And in fact, you’ve probably taken at least one class where the professor said you would have to study way more than you actually did. Sorry to say, Greek is not one of those classes: you really will have to put in significant time outside of class to keep up. However, I have done everything I can to keep the pace and workload achievable, and to avoid any busywork.

## Assignments

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### *Class & Attendance*

We will use a Flipped Classroom model, where content delivery is handled outside of class, through the textbook and supplementary materials like powerpoints, videos, and handouts. This will let us use our class time clarifying and practicing the material.

### *Reading & Outside Study*

Languages, by their very nature, cannot be learned in the 150 minutes we spend in class every week. You will need to spend a significant amount of time outside of class reading the textbook, reviewing material, drilling vocabulary, etc. If you fall behind, it is incredibly difficult to catch back up, so consistent, sustained study and review is a must.

### *GPS Exercises*

GPS stands for 'Guided Practice Study'. Because studying for a language is very different from how you study in other classes, I have written material that basically handles study strategy for you: you will have 2-3 pages of different kinds of questions for each Lesson to help you approach the material from a variety of ways. These are your primary homework assignments for each Lesson, and there are a variety of different questions formats to try to prevent things from feeling boring or drudgerous. Each GPS Exercise should take about 60 minutes to complete, but they are easy to break up into smaller chunks to do over a longer period of time.

### *Vocabulary Quizzes*

Around half of the 42 Lessons we will cover in the Fall semester include Vocabulary Lists. We will have online quizzes on D2L for each of these Lessons (I tried not to schedule more than 2 any given week). These quizzes will have a variety of short answer questions to test your recognition and comprehension of Greek vocabulary. These should take 5-8 minutes each.

### *Reading Comprehension Exercises*

Finally, you will have 13-15 Reading exercises throughout the semester (roughly one every week). These will be c. 350 word passages written to use the material you have recently learned (and to give you a better grasp of the history, culture, and literary genres of first century Greek speakers in the ancient Mediterranean and Middle East). These exercises will have questions in English to test your reading comprehension skills separately from your ability to translate, and so will focus on themes and details of the material that are not always directly expressed in the text. These questions will be delivered in D2L quizzes. The reading will take 20-30 minutes, but the quiz itself should only take 8-10 minutes.

### *Exams*

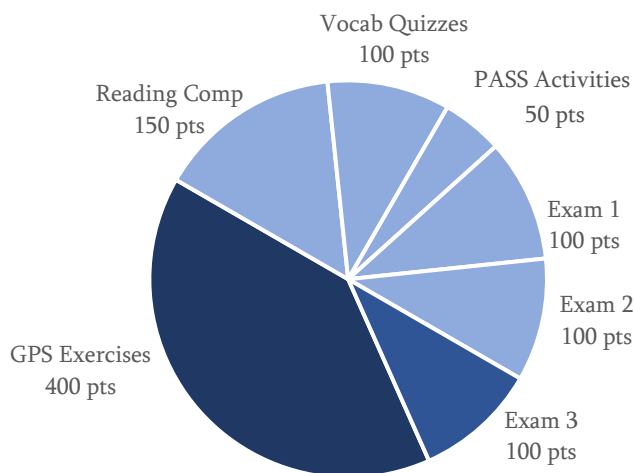
We will have three exams, after Lessons 17, 30, and 42. Though language exams are by their nature cumulative, each exam will focus primarily on the grammar and vocabulary introduced in each unit. These exams will cover all the skills and content you have studied to that point: grammar & syntax, morphology, vocabulary, translation and reading comprehension. In other words, all of the other homework you have will be practice for what to do on the exams.

### *Proactive Supplementary Studying*

PASS. Get it? This is a small category of miscellaneous ways of earning points by taking ownership of your study habits. This includes things like attending office hours or creating extra study materials. The basic idea is to reward you for finding your own way to study effectively. I will give you more info on this category in a separate handout later.

## Grades

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**TOTAL**  
1000 pts

**Grade Scale:**  
100.0-90.0 = A  
89.9-80.0 = B  
79.9-70.0 = C  
69.9-60.0 = D  
59.9 – 0.0 = F

**Homework** Each category of your daily homework assignments (Vocabulary Quizzes and GPS Exercises) will have more individual assignments than there are possible points in that category. These extras are effectively bonus assignments, which can be used in two ways. You can either (a) skip some of the assignments without it negatively impacting your grade (whether that is due to illness, absence, or just because life happens), or (b) use these extra assignments to make up points you lost on earlier assignments. The catch is that you cannot go over 100% in a category: once you hit the point cap, you're done. The point totals for each category are:

	<u>Attempts</u>	<u>Point Total</u>
Vocabulary Quizzes:	22	100 (20 x 5)
GPS Exercises:	42	400 (40 x 10)

This system functions like a curve but better, because it rewards people who make an effort on every assignment even if they don't get everything right every time.

**Reading** You will have one Reading Comp passage every 3 Lessons or so, which amounts to roughly one per week. 15 total x 10 points each = 150 total points in this category.

**PASS** There are no assigned work in this category: rather, you can do small things on your own schedule throughout the semester. There will be a menu of options to choose from, with a variety of point totals. The total amount of points in this category is 50.

**Exams** Each exam is worth the same amount, 100 points. This combines to 300 points total. The third exam also counts as the Final for this class.

**Rounding** Letter grade cut-offs are at 90.0, 80.0, etc. But I may round up in exceptional cases, if (i) I feel you've done better or worked harder than your score suggests, and (ii) you do not have excessive absences or missing assignments. This is a courtesy, not an entitlement.

**Appeals** I am more than happy to talk to you about lower-than-expected grades, and to regrade your assignment if merited (but note the risk that the regraded results could be lower). However, I consider asking for a grade increase for non-performance reasons (e.g. to keep a scholarship or prevent your parents from being mad) to be academic misconduct, because you are asking for me to give you a grade you did not earn. So don't do that.

## Attendance

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This class will operate on a 'Flipped Classroom' model. What this means is that most course content will be covered outside of class, through reading material, handouts, videos and podcasts, and other supplemental material. Likewise, all assignments will be done online. We will use class time for questions and discussion, to help you solidify and expand what you learned on your own.

Consequently, *physical attendance is not required in this class*. Attendance is not part of your grade. Moreover, all students will have access to the Extended Classroom webcam for the course, so you can watch the class if you are not able to attend in person.

## Excused Absences

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The exception to the Late/Make-Up policy listed above is excused absences. The University considers absences for the following reasons excused:

- travel considered part of the instructional program of the university
- invited participation in activities directly and officially sponsored by the university
- jury duty or military obligations
- serious illness, medical condition, pregnant and parenting students' rights (as outlined in Title IX), accident, or injury
- death or serious illness in immediate family
- religious observances. *Note: a list of religious observances must be submitted to the instructor the **first two weeks** of the semester of which the observance will be held.*

## Late Work & Make-Ups

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Vocabulary Quizzes and Reading Comprehension Exercises will occur as quizzes on D2L; they will have hard deadlines on D2L, and are set to be auto-graded upon completion. Since these quizzes will be posted in advance, and can be completed out of class at your convenience, there are no extensions or make-ups. If you miss a quiz, you forfeit that point. But, as noted above, there are a few built-in extra points in the Vocab Quiz category, so you can, in practice, miss a few quizzes without hurting your grade.

GPS Exercises are hard copy worksheets, 2-3 pages per Lesson. This material will be distributed in advance. You will have to write them out by hand (it is possible to type in Greek, but it is a lot slower and harder to learn than writing by hand, and in any case you learn better by writing than by typing), and then scan the document to submit to D2L. (I will give you more guidance on how to do this in a separate handout). There will also be hard deadlines for these Lessons: each will be due by the beginning of the next class period.

Exams will also be administered in class. If you arrive in class late, you forfeit whatever time you missed, but you may complete as much of the exam as you are able to in the remaining time.

If you miss an exam because of an absence that satisfies the University's excused absence policy (see below), you must make alternative arrangements with me as soon as possible. *It is your responsibility to contact me to make alternative arrangements; the default for a missed exam is a zero.* If you miss an exam because of an unexcused absence, I reserve the right to give you a zero for that assignment. You should contact me *immediately* if you miss an exam for any reason.

## **Reasonable Accommodations Policy**

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Any student who needs extra time or resources to do their best work due to a physical, cognitive or emotional condition may qualify for academic accommodations. You should consult Disability Support Services for further information: <http://sites.uco.edu/student-affairs/dss/>

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516 (V/TTY). The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible.

*A bit of advice: do not let shyness or embarrassment or pride stop you from getting the services you deserve.* I've seen too many students allow their grades to suffer because they didn't speak up to claim the accommodations they were entitled to. I will do everything I can to make sure that your accommodations stay between you, me, and DSS.

## **Academic Honesty**

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You are expected to consult and understand the [University's Academic Dishonesty Policy](#); participation in this class constitutes an agreement to follow this policy. My own policy is this: it is always better to ask for help than to cheat. Cheating takes more work, with worse results, than simply attempting the assignment. If you are confused at any point about whether something constitutes academic dishonesty, please ask: I am here to help. However, if you are caught engaging in academic misconduct, I will pursue whatever maximum penalties the University may apply.

## **Disabilities & Title IX**

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The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972, pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-3377 or [TitleIX@uco.edu](mailto:TitleIX@uco.edu). The Title IX Office is located in the Lillard Administration Building, Room 114D. For more information about your options, including reporting and confidential resources, please visit: <http://www.uco.edu/central/title-ix/index.asp>.

## **Physical and Mental Health**

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College can be a very stressful time, emotionally, socially, and academically. You don't have to face these stresses alone. There are numerous resources on campus to help, including:

<http://sites.uco.edu/student-affairs/scc/>

<http://sites.uco.edu/student-life/diversity/>

<http://sites.uco.edu/wellness/shc/>

<https://www.uco.edu/offices/student-success/>

## **Student Information Sheet**

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More important info here: <http://sites.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

## Face Mask Policy

The University of Central Oklahoma has implemented recommendations of the Centers for Disease Control and Prevention (the CDC) pertaining to COVID-19 on university campuses and will require students to cover their nose and mouth with an approved cloth face cover or disposable surgical type face mask when on UCO properties. This means all students will be required to wear a face cover at all times in classrooms, hallways and public spaces. Reasonable accommodations may be available for students with diagnosed medical conditions, and must be coordinated through the UCO office of Disability Support Services. UCO will provide every student a UCO-branded cloth cover at the beginning of the semester and a limited supply of disposable masks will be available in each classroom building for those occasions when students or visitors forget their personal cloth face cover. Students who refuse to wear a cloth face cover or repeatedly forget their face cover will be subject to disciplinary action under the UCO Student Handbook and to the consequences associated with any loss of instruction. Remember slowing the spread of the virus is a community effort and will take everyone's cooperation and support.

## Code of Student Conduct Violation and Sanction Options:

During the public health crisis presented by COVID-19, the University of Central Oklahoma will implement recommendations of the Centers for Disease Control and Prevention (the CDC) pertaining to university campuses and the guidance and recommendations of other public health agencies, and will require each student to cover their nose and mouth with a face cover when around others on UCO properties. This can include cloth or disposable/surgical masks or gaiters that cover the nose and mouth. Bandanas, t-shirts, shields without a mask, or other items tied around the face do not satisfy this requirement. All students will be required to wear a face cover at all times in classrooms, hallways, and public spaces. Reasonable accommodations may be available for students with diagnosed medical conditions, and must be coordinated through the UCO Office of Disability Support Services. Students who refuse to wear a cloth face cover or repeatedly forget their own face cover will be subject to disciplinary action under the UCO Code of Conduct and Student Handbook.

If and when the CDC and local public health authorities provide guidance regarding the public health crisis and that masks are no longer warranted, UCO will communicate to all campus community members to provide an update on the requirement of wearing masks.

**NOTE:** Warning letter is issued to student for first violation, student conduct meeting and sanctions are not required until second violation.

<b>First Violation</b>	<b>Second Violation</b>	<b>Third Violation</b>
Notice of Record to Be Filed is sent to student with notification of the policy, resources regarding wearing mask, prevention of the spread of COVID-19, and the warning that if violation occurs again, further disciplinary action will be taken. The letter would be documented in Maxient. First offense would not require a conduct meeting.	Notice of Allegations is sent to student requiring them to meet with a conduct investigator; notice letter will include allegations and student information packet If student is found responsible the sanctions would include: <ul style="list-style-type: none"><li>• Disciplinary Probation for up to two semesters</li><li>• Educational Sanction – may include, but are not limited to: Behavior Reflection Essay with guided prompt.</li></ul>	Notice of Allegations is sent to student requiring them to meet with a conduct investigator; notice letter will include allegations and student information packet. If student is found responsible the sanctions may include: <ul style="list-style-type: none"><li>• University Suspension</li><li>• Remove from Housing</li></ul>

## Recording Policy:

Due to limitations on the disclosure of personally identifiable information under certain federal privacy laws, students are not permitted to record class sessions or allow non-students to view online class sessions. Students registered with the UCO office of Disability Support Services may request accommodation of the prohibition and must present a copy of the DSS letter to the instructor.

Week	Date	Lesson	Pages	Topic	Vocab Set	Vocab #	Concepts
		/	1	Table of Contents			
		/	6	Preface			
		/	3	Introduction			
		0	10	Learning Greek			
1	8.17	1	4	Alphabet	///		
	8.19	2	4	Sounds	///		
	8.21	3	3	Proper Names, Gender	Core	8	Gender
2	8.24	4	3	Nominative Case	Family	18	Subject & Predicate
	8.26	5	3	Word Order & Punctuation	Questions	9	Punctuation
	8.28	6	4	Genitive Case	///		Gen of Possession & Source
3	8.31	7	5	Declensions & Lexical Form	///		Nom & Gen Morphology
	9.02	8	2	Vocab Break	Household	16	morphology & Substantival
	9.04	9	5	Nom/Gen Plural; Stems & Declensions	///		Number, Verb Agreement
9.07				LABOR DAY - NO CLASS			
4	9.09	10	3	εἶμι & Pronouns	Pronoun 1	6	Person & Number, Personal Pronouns
	9.11	11	4	Particles & Accents	Particles	6	
5	9.14	12	4	Thematic Verbs	-ω Verbs	18	Intervocalic Sigma, Vowel Contraction
	9.16	13	6	Accusative Case	///		Direct Object
	9.18	14	2	Vocab Break	Food & Drink	20	
6	9.21	15	5	Dative Case	//		Indirect Object
	9.23	16	4	Neuter Nouns	Neuters	18	
	9.25	17	3	Noun Review - Paradigms	//		
9.28				EXAM 1			
7	9.30	18	3	Athematic Verbs	-μι Verbs	12	
	10.02	19	3	Prepositions 1	Spatial Preps	12	
8	10.05	20	3	Compound Verbs	Compound Verbs	20	
	10.07	21	2	Vocab Break	Domestic	20	
	10.09	22	5	Demonstrative & Relative Pronouns	Pronoun 2	5	Demonstrative, Reflexive, Relative
9	10.12	23	3	Deponent Verbs	-μαι Verbs	14	
	10.14	24	4	Verbal Voice	///	10	
	10.16						
10	10.19	25	2	Vocab Break	Constructs	20	
	10.21	26	3	Infinitives	Volitional Verbs	14	
	10.23	27	4	Imperatives & Vocative	///		
11	10.26	28	5	Subjunctive	///	4	
	10.28	29	1	Vocab Break	Action Verbs	15	
	10.30	30	2	Verb Review	///		
11.02				EXAM 2			
12	11.04	31	4	Adjectives I: Substantive	Adj. 1	16	Agreement
	11.06	32	6	Present Participles I	///		Morphology & Substantival
13	11.09	33	4	Adjectives II: Attributive & Predicative	Adj. 2	16	
	11.11	34	5	Adjectives III: Comparative & Superlative	Comp. Adj.	14	Adverbs
	11.13	35	3	Present Participles II	///		Adverbial & Circumstantial
14	11.16	36	3	Vocab Break	Work	20	Word Clusters
	11.18	37	4	Interrogative & Indefinite Pronouns	Pronoun 3	6	Interrogative, Indefinite, εἷς / πᾶς
	11.20	38	3	Prepositions 2	Temporal	16	anti, meta, sun, pro
	11.23	39	1	Vocab Break	Farm	20	
11.25				THANKS			
11.27				GIVING			
15	11.30	40	2	Numbers & Quant Pronouns	Numbers	20	
	12.02	41	2	Vocab Break	Animals	20	
	12.04	42	3	Adjective Review	///		Case Endings, Correlatives Chart
12.10			Exam 3				