

University of Central Oklahoma
College of Liberal Arts
Department of Modern Languages
Fall 2022

GRK 1113: Biblical Greek I

CRN: 11985

MWF 10:00AM-10:50AM,
Liberal Arts South, LAS 273

Instructor: Dr. Jerry Green

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Office Hours: M,W 1:00 PM -2:00 PM; T,Th 10:00 AM -12:00 PM (and by appt.)

Course Description:

“This course is an introduction to the pronunciation, grammar, reading, and composition of Biblical Greek.” [-from Course Catalogue]

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 as 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:

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

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

Green, J. (2022) *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 2nd 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).

Workload

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. The homework for the class has been designed to be as efficient as possible, and to help guide you in what/how to study effectively without spending too much time on it. In addition to the assigned homework, though, you will have to spend a fair bit of time memorizing vocabulary on your own. There are no real shortcuts here: you can read a language if you don’t know what the words mean, and there are a lot of words to learn, so you’ll have to devote time every day to drilling vocabulary, both to keep up with new words as they are introduced and to remind yourself of older words so that you don’t start to forget them.

Assignments

Class & Attendance

We will use a Flipped Classroom model, where most content delivery is handled outside of class, through the textbook and supplementary materials like powerpoints, videos, and handouts. Our in-class time will be spent in active learning exercises that give you time to practice and internalize 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.

Vocabulary Quizzes

We will have a number of short Vocab Quizzes in class, every day starting in the second week of class. The words you'll be quizzed on are randomly selected and cumulative throughout the whole semester. Each quiz will be a timed, short quiz (c. 5 minutes) that tests immediate word recognition, administered at some point during class.

GPS Exercises

GPS stands for 'Guided Practice Study'. Since language learning is very different from how you study in other classes, I have written material that basically handles study strategy for you: you will have sets of different kinds of questions for each Lesson to approach the material from a variety of ways. These are your primary homework assignments for each Lesson. Each GPS Exercise should take less than an hour to complete, but they are easy to break up into smaller chunks to do over a longer period of time.

Reading Comprehension Exercises

You will also have 5 Reading Comprehension Exercises throughout the semester. 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). 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. The reading should take about 20 minutes to complete; the quiz itself should only take 8-10 minutes.

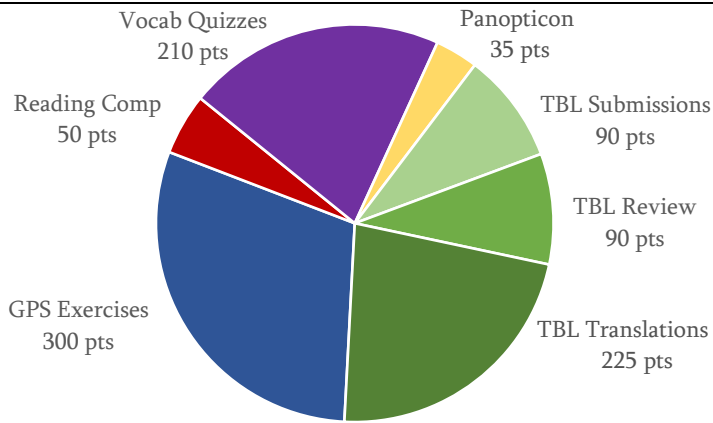
TBL Assignments

TBL (Team-Based Learning) is a way to leverage the benefits of working in groups without the drawbacks of traditional "group work". This work will have three stages: (1) each student composes their own work (e.g. 2 sentences); (2) Groups of students combine all their sentences and review them for accuracy; (3) Groups trade lists of their sentences, and each student in the group turns in their own translation of that other group's work. You'll get credit for each stage.

Panopticon

To make sure you are studying the way you need to be, I will occasionally, randomly check in to see what you are doing outside of class. This will involve things like asking you to submit pictures of your vocab lists to make sure they are filled in, asking to see your vocab flash cards to prove you've made them, and checking your supplemental cheat sheets are up to date. In other words, I'm giving you both credit and accountability for your out-of-class studying.

Grades



TOTAL
1000 pts

Grade Scale:
900-1000 = A
800-899 = B
700-799 = C
600-699 = D
0-599 = F

- Vocabulary Quizzes* There will be at least 40 Vocab Quizzes during the semester, each one worth 6 points. However, the total grade category is only 210 points (35x6), which means that you have 30 extra points (7%) built in. This means that you can (i) miss a few quizzes without it harming your grade, or (ii) keep earning points in this category until you hit 210, even if you miss some questions. This system functions like a curve but better, because it rewards people who show up and make an effort on every quiz, even if they miss some questions.
- GPS* There will be at least 30 GPS exercises during the semester, worth 10 points each, for a total of 300 points in this category. Once we pass 30 GPS exercises, all additional assignments will be bonus to raise your grade until you hit 300 points (just like the Vocab Quizzes): you can't go over the max in this category, but you can keep trying until you reach it. These are individual assignments you'll do outside of class, with a variety of question formats to help you practice different skills.
- Reading Comp* There will be at least 5 Reading Comp exercises during the semester worth 10 points each for a total of 50 points in this category. (There may be extras, in which case they will be bonuses like Vocab Quizzes and GPS exercises). These will also be individual assignments you'll do outside of class.
- TBL* Each stage of this work is graded separately. There will be 15 individual submissions to your group, worth 6 points each (90 total), on a credit/no-credit basis. Each team's set of reviewed work will be worth a further 6 points each (90 total), which the team earns together. Finally, you'll be graded individually for your translation of another team's set of combined and reviewed work, 15 points each (225 total). The combined total of all the TBL work in the class is 405 points.
- Panopticon* This will be a small set of check-in completion assignments through the semester. You can expect 7 check-ins for 5 points each (35 total), but the exact point distribution may change based on what check-ins are performed.
- Rounding* Letter grade cut-offs are at 90.0%, 80.0%, etc. 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.

Excused Absences

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

Language learning is a thoroughly cumulative undertaking, and if you start to get behind, it is very difficult to catch up. In order to help keep you on schedule, we will have a series of fairly strict deadlines for each kind of assignment. In general, if you miss an assignment, it is better to let it go and make sure the next one is submitted on time, rather than trying to catch up on late work while also juggling current work.

Vocab Quizzes are taken in class, and there are no make-up options for missing class (but since there is built in extra quizzes, missing one won't necessarily hurt your grade). Panopticon assignments will be given at random, with a short submission window (usually 24 hours). There are no extensions or make-ups for these assignments either: if you miss a deadline, you forfeit the points.

TBL assignments will be due on a weekly basis. But there is a tight turn around between each stage, so they will also have strict deadlines, because other people in the class will depend on your work (and vice versa). If you miss your individual submission deadline, you forfeit these points (though you can still contribute work to the group after the deadline, so they don't have to make it up for you. This also goes for a full group that does not complete a review in time to share with other groups.

GPS exercises will be due for 2 out of every 3 class sessions, approximately. They will be due before the next class session: they may be turned in 1 day late for half-credit, but later that this and you forfeit the credit.

Reasonable Accommodations Policy

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.

Recording Policy

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 nor to allow non-students to view online class sessions. Students registered with the UCO office of Disability Support Services may request accommodation

Academic Honesty

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

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. For more information, see <https://www.uco.edu/student-resources/dss/>

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. 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: <https://www.uco.edu/student-resources/title-ix-office/>

Physical and Mental Health

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

More important info here: <https://www.uco.edu/academic-affairs/files/student-info-sheet.pdf>

And here: <https://www.uco.edu/student-resources/>

Schedule

Date	Lesson	Topic
8.22	1	Alphabet
8.24	2	Pronunciation & Proper Names
8.26	3	Place Names & Grammatical Gender
8.29	4	Learning Vocabulary
8.31	5	Genitive Case & Lexical Form
9.02	6	Declensions & Case Endings
9.05	--NO CLASS --	{Labor Day}
9.07	7	Core Syntax & Accents
9.09	8	Nominative Plural
9.12	9	Demonyms
9.14	10	Genitive Plural
9.16	11	Vocab - Roles
9.19	12	εἰμί and Pronouns
9.21	13	Intro to Verbs
9.23	14	Intro to Syntax
9.26	15	Genitive Prepositions
9.28	16	Compound Verbs
9.30	17	Dative Case
10.03	18	Dat. Prep & Compounds
10.05	19	Dat Compliment & -ε Contract Verbs
10.07	20	ACC Case
10.10	21	ACC Prep & Compounds
10.12	22, 23	Transitive Verbs; Basic Syntax
10.14	--NO CLASS --	{Fall Break}
10.17	24	Vocab - Travel
10.19	25	Spatial Adverbs 1
10.21	26	Unit 1 Review: Conjugations & Declensions
10.24	27	Intermediate Syntax I (Conjunctions)
10.26	28	Basic Adjectives
10.28	29	Participles I: Adjectival & Substantive
10.31	30	Vocab - People
11.02	31	Participles II: Adverbial
11.04	32	Intransitive Verbs & -α Contract Verbs
11.07	33	Demonstrative & Indefinite Pronouns
11.09	34	Participles III: Clauses
11.11	35	Vocab - Kin
11.14	36	Transitive Verbs & Direct Objects
11.16	37	Pronouns III: Relative
11.18	38	Indirect Objects
11.21	39-41	Verbal Voice; Active vs. Middle Voice; Passive Voice
11.23, 25	--NO CLASS --	{Thanksgiving}
11.28	42	Dative Complement & -ο Contract Verbs
11.30	43	Infinitives
12.02	44	Infinitive Syntax
12.05	45	Vocab - Dwellings
12.07	46	Intermediate Syntax II (Verb Phrases)
12.09	47	Adjectives II: Comparative & Superlative
12.16	50	Unit 2 Review: Substantive & Syntax (FINAL EXAM TIME – 9:00-10:50AM)