



# On-Campus Course Syllabus

## GRK 501 L2

### Greek I

### Fall 2020

#### Class Information

**Day and Time:** Tuesday 4:45 – 7:15 p.m.

**Room Number:** E207

#### Contact Information

**Instructor Name:** Dr. H. Leroy Metts

**Instructor Email:** rmetts@criswell.edu

**Instructor Phone:** 214-818-1335

**Instructor Office Hours:** Monday 9:00 – 10:30 a.m. & 1:30 – 4:00 p.m.

#### Course Description and Prerequisites

An advanced introduction to the basic Greek grammar in the New Testament.

#### Course Objectives

Upon completion of the course, the student will be able to:

##### **GRAMMATICAL OBJECTIVES** (Phonological, Morphological and Syntactical):

- A. Write and pronounce the Greek alphabet (Consonants, vowels, diphthongs)
- B. Identify the correspondences and differences between Greek, the target language, and over his or her own native tongue, English, and in some cases other languages as well. This is pedagogically vital because of the shared semantic deep structure common to all languages as predicated by at least one linguistic theory of language structure.
- C. Recognize the finite sets of case-number subformalities for the nominal system and how to recognize these quickly and instructively on the various word bases where they appear. Further, the student knows the semantic relations signaled by these forms within stretches of text. This approach combines the best of deductive and inductive methodology.
- D. Recognize also the finite sets of person-number subformalities for the verbal system and how to recognize these quickly and instinctively on the various word bases where they appear in grammatically tense.
- E. Evaluate how to classify verbs according to how the present tense is formed in order to regularize the irregularities of the Greek verbal system as related in Section D.
- F. Progressively recognize that sentences translated in isolation help to internalize required vocabulary and recognition of nuclear structures, basic sentence patterns, shared by Greek and English. This procedure implements the best of the deductive method, which emphasizes structure and organization.

- G. Acquire through sight-reading the implementation of the inductive methodology to read Greek within the contextually sensitive parameters of large stretches of text. The Gospel of John will be used for this purpose in conjunction with the sentence specific context of the selected reading assignments in the grammar by W. H. Davis.

#### **LEXICAL OBJECTIVES:**

- H. Acquire a vocabulary of Greek that approaches 70-80% of the total word count of 138, 162 words in the New Testament. This objective is reading by the deductive method of rote memorization but is facilitated by recognizing word roots (bases) arrived at by a system of classifying verbs according to ten minimal sets based on how the present tense is formed (see Davis, pp.232-240)

#### **EXEGETICAL OBJECTIVES:**

- I. Analyze the Greek text using the shorthand parsing system of diagrammatic-syntactic analysis adapted from the Kellogg-Reed model.
- J. Develop procedures for constructing analytical outlines of the text based on the results of diagrammatic analysis.
- K. Practices introductory procedures for the use of lexicons, dictionaries, grammars, concordances, etc.

### **Required Textbooks**

- A. Black, David Alan. Learn to Read New Testament Greek. New ed., Nashville: Broadman & Holman, 2009.
- B. Gutierrez, Ben, Cara L. Murphy, & David A. Croteau. Learn to Read New Testament Greek: Workbook, Broadman & Holman, 2009.
- C. Mounce, William D. & Robert A. Mounce. The Zondervan Greek & English Interlinear New Testament. Grand Rapids: Zondervan, 2011.
- D. Zondervan Pamphlet. Biblical Greek Chart. Zondervan, 2005.

### **Course Requirements and Assignments**

- A. **Daily Assignments:** Students will be responsible for completing all daily assignments as listed in the course schedule. It is the student's responsibility to make up assignments which may be missed for ANY reason. All written daily assignments are to be turned in each day to be checked by the professor. No grade will be issued, but a complete record may influence the final grade.
- B. **Quizzes:** Daily quizzes will be given covering the material assigned for each day as outlined in the class calendar at the end of this syllabus. Hence, twenty to as many as thirty quizzes could be required during the semester. Depending upon the final count of daily quizzes, from three to five, or more of the lowest grades will be dropped. No make-up quizzes are allowed and each missing quiz will be recorded as zero and will be counted as one of the lower daily grades. The final quiz average shall be factored in as 20% of the final grade.
- C. **Reading Report:** The student will complete an assigned reading by the professor and turn in a 4-6 page, double-spaced summary on what was read. Additional information about this

assignment will be given during the semester. This assignment will be due December 1<sup>st</sup>. The reading report will be factored in as 20% of the final grade.

- D. **Exams:** The student should expect at least three examinations, and each shall be factored in as 20% of the final grade.

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

### Class Topic/Content/Reading

#### **\*Week 1: August 18**

- Course Intro.
- Biog. Info., Daily Quizzes, Exams/Tests, Workbook
- Requirements
- Papers, Outlines, Attendance
- Intro. to Text (s)
- Introducing: The Letters and Sounds of  
Greek/The Greek Alphabet

#### **Blk (Black):1-9: Chapter 1**

- The Language of the NT
- The Greek Alphabet
- Greek Phonology/Morphology
- The Greek Vowels
- The Greek Consonants
- Forming Greek Letters
- Breathing Marks/Punctuation
- Diacritical Marks/Accents

#### **\*Week 2: August 25**

##### **Blk: 10-16: Chapter 2**

- John 1:1-5
- Inflection
- Mood
- Voice
- Aspect

##### **Blk: 17-25: Chapter 3**

- Primary Active Suffixes
- Conjugations: Present Act. Ind  
Future Act. Ind
- Negatives
- Parsing
- Vocabulary
- Translation

#### **\*Week 3: September 1**

##### **Blk: 26-34: Chapter 4**

- Nouns of the Second

### Papers/Quizzes/Tests

**[Due for next week  
Workbook pages 1-28]  
Memorize Alphabet &  
write it out.**

#### **QUIZ # 1/2/3**

Handout \*1 (John 1:1-5)  
Pres. Ind. of "to be"  
Vocab., p. 23  
Translate: p. 23-25

**[Due for next week  
Workbook pages 29-50]**

#### **QUIZ #4/5**

Decline 2 dec./Nouns

- Declension
- Greek Cases
- Gender
- Case Uses
- The Definite Article
- Conjunctions
- Word Order
- Translate
- Review Second Declension
- Translate Exercises

**Blk: 35-41: Chapter 5**

- First Declension Nouns
- Paradigm of Definite Article
- Prepositions with One Case
- Review three declension patterns of first dec. nouns
- Translate Exercises

**\*Week 4: September 8**

**Blk: 42-48: Chapter 6**

- Inflection of Adjectives
- Uses of the Adjectives:  
Attributive, Predicate, & Substantival
- Review Adjectives

**\*Week 5: September 15**

**Blk: 49-57: Chapter 7**

- Secondary Actives Suffixes
- Imperfect/Aorist Indicative
- First and Second Aorist
- Imperfect of "to be"
- Second Aorist Stems/Roots
- Uses of the Aorist/Imperfect
- Classifying Verbs according to formation of present tense: Regularizing the Irregularities

**\*Week 6: September 22**

- Review for Exam

Decline Nouns

Handouts \*2

Vocab., pp. 31-32; 38-40

Translate: 1-22, p. 33-34; 1-18, pp.40-41

**[Due for next week**

**Workbook pages 51-59]**

**QUIZ #6**

Decline adjectives

Know Uses

Vocab. p. 46-47

Translate Sentences 1-19, p. 47-48

**[Due for next week**

**Workbook pages 60-68]**

**QUIZ #7**

Conjugate imperfect/Aor.

Conjugate Imperf. of "to be"

Handout \*3: Verbs

Vocab. p. 55-56

Translate sentences 1-19, p. 57

### **\*Week 7: September 29**

#### **- Regularizing Verb Irregularities**

1. Verbal Root = present tense stem
2. Verbal Root + consonantal iota = present tense stem
3. Verbal Root + □★ = present tense stem
4. Verbal Root + 𐤀𐤃★ = present tense stem
5. Verbal Root + isk = present tense stem
6. Mi verbs
7. Verbal Root undergoes ablaut

#### **8. Multiple verbal roots**

#### **- Review Chapter 7, especially Second Aorist Stems, p. 53**

**EXAM: Blk; Chapters 1-7, pp. 1-57**

**[Due for next week**

**Workbook pages 69-75]**

### **\*Week 8: October 6**

#### **Blk: 58-64: Chapter 8**

- Prepositions with Two or Three Cases
- Functions of Prepositions
- Elision
- Compound Verbs
- Translation
- Review
- Translation

#### **QUIZ # 8**

Vocab. p. 62-63

Translate 1-21, p. 63-64

**[Due for next week**

**Workbook pages 76-84]**

### **\*Week 9: October 13**

#### **Blk: 65-72: Chapter 9**

- Personal Pronouns
  - First person
  - Second person
  - Third person
- Characteristics of P. pronouns
- Special Uses
- Examples
- Translation
- Review Pronouns
- Translation

#### **QUIZ# 9**

Decline 1,2,3

person pronouns

Translate 1-20: 71-72

Handout \*4: Pronouns

**[Due for next week**

**Workbook pages 85-94]**



**\*Week 10: October 20**

**Blk: 73-79: Chapter 10**

- Perfect and Pluperfect Active Indicative
- Translation
- Significance of the Perfect Tense
- The Pluperfect
- The Verb "I know"
- Translation
- Verb classes once again: Regularizing Irregularities

**QUIZ #10**

Conjugate Perf. Act. Ind.  
Vocab. p. 77-78  
Translate 1-13: p.78-79

**[Due for next week  
Workbook pages 95-104]**

**\*Week 11: October 27**

**Blk: 80-85: Chapter 11**

- Demonstrative Pronouns
- Paradigms
  - Near demonstratives
  - Remote demonstratives
- Translation
- Review
- Translation

**QUIZ #11**

Decline the demonstratives  
Vocab. a-c: p. 76  
Translate 1-5: p. 77

**[Due for next week  
Workbook pages 105-114]**

**\*Week 12: November 3**

**Blk: 86-91: Chapter 12**

- Present, Middle & Passive Indicative
- Uses of the Middle
- Deponent Verbs
- Agency
- Present Middle/Passive
- Review
- Translation

**QUIZ #12**

Vocab. pp. 83-84  
Translate 1-21 p: 84-85

**[Due for next week  
Workbook pages 115-134]**

**\*Week 13: November 10**

**Blk: 92-96: Chapter 13**

- Perfect Middle/Passive; Future Middle Indicative
- Future Ind. of “to be”
- Adverbs
- Perfect/Future – Middle/Passive
- Translation

**Blk: 97-101: Chapter 14**

- Imperfect Middle/Passive
- Aorist Middle
- Pluperfect Middle/Passive Indicative
- Translation
- Review

**\*Week 14: November 17**

**Blk: 103-106: Chapter 15**

- First Aorist Passive Indicative
- Second Aorist Passive Indicative

**Blk. 107-115: Chapter 16**

- Review of the Indicative Mood

**November 23-27**

**\*Week 15: December 1**

- Review for Final

**\*Week 16: December 8**

**QUIZ #13/14**

Conjugate Perf/Fut.

Conjugate Fut. of “to be”

Conjugate Imperfect/First Aorist

Vocab. pp. 95; p. 100

Translate 1-11 p. 96; 1-12 pp. 100-101

**[Due for next week of class-  
Workbook pages 135-144]**

**QUIZ #15**

Conjugate verb forms

Vocab. p. 105

Translate 1-15: p.106

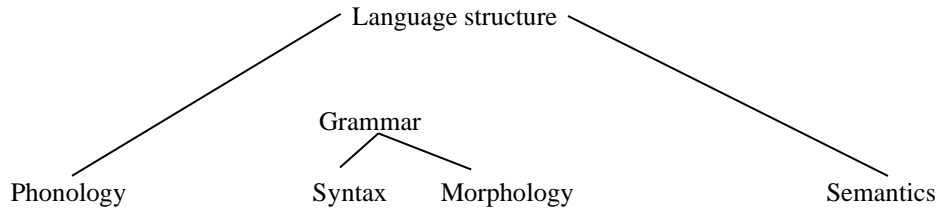
**FALL BREAK & THANKSGIVING HOLIDAY  
[get workbook up-to-date next this week]**

**READING REPORT DUE**

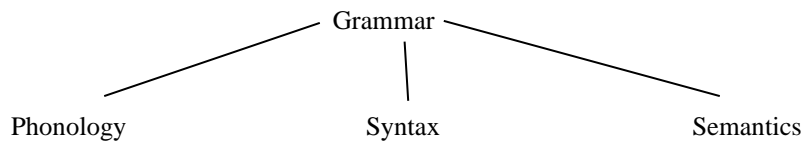
**FINAL EXAM**

## Why Study Greek?

- I. GRAMMAR is the system of a language and USAGE the way people use that system. It is that part of the structure of a language which specifies the structure of words, phrases, clauses and sentences and is to be distinguished from SEMANTICS and PHONOLOGY. SYNTAX is that part of grammar which deals with the structure of phrases, clauses, and sentences. That part of grammar which addresses the structure of words is called MORPHOLOGY. Until recently grammar constituted just one branch of language structure. Many modern theories of linguistics treat phonology, syntax, and semantics as part of grammar. For example, the traditional model would look something like this:



Modern models (e.g. Chomsky) would analyze the components of grammar as follows:



Hence, the course procedure must also include the pedagogy of phonology, morphology, syntax and semantics.

## II. GENERAL OBSERVATIONS:

The following observations by David Black, Professor of Greek and New Testament at Southeastern Seminary are humorously and provocatively well-taken. “Whew,” you may be saying “After the previous discussion, I need something already to ease the stress of learning this language, and a little humor blended with some serious thought-provoking reason for taking greek would be mighty helpful.”

“A great preacher is like an iceberg. You see only 10%, but underneath you sense the other 90%.”

R. C. Sproul

### A. **Why Study Greek?**

There are at least three very important reasons why you should study Greek.

1. First, of course, is to be able to intimidate your pastor. The trick is to sit in the front pew with your Greek New Testament wide open and watch the poor soul seat to death. (Note: This procedure is considerably less effective if your pastor is preaching from the Old Testament.)
2. Second, you also need to take Greek to be able to impress others with your considerable learning. You see, anyone can say what the Bible means, but only Greek students can say what the Bible *really* means. The key is to use all kinds of impressive jargon---aorist passive imperative, for example---that nobody understands but all can be impressed with. Take a lesson from your medical doctor: Why say a child is turning blue when you can say he’s cyanotic?
1. The final reason to take Greek---*and by far the most important one*---is because some day, if you’re really lucky, you too can become a Greek professor!

B. **Better Reason for Taking Greek**

1. There are, I think, better reasons for investing your time and effort in taking this course. The first is that---as R. C. Sproul put it above---you need *depth* in your teaching and preaching. Only a knowledge of Greek can give you this depth and can make you as solid as an iceberg. I am teaching this course with one goal in mind: to enable you to teach and preach the Word of God with integrity, credibility, and authority. This course, then, has an enabling purpose---it *equips* and *empowers* you to have a personal encounter with the sacred text itself.
2. Second, I have discovered that knowing Greek is a source of personal renewal and revival. The Greek New Testament has always produced a spiritual earthquake when allowed to shed its light. Through Greek, God can bring you in touch with the power of the original text and apply its truths in your life in ways never before thought possible. My hope is that your Greek New Testament will not be just another study tool, but a book you will read and savor for the rest of your life.
3. Finally, as preachers and teachers of God's sacred Word, we have a moral obligation to understand the original languages. If our purpose as ministers of the Word is to understand and proclaim what God has said to his people for their spiritual growth, and if it pleased God to reveal himself in the Greek language, then a knowledge of New Testament Greek should not be considered a luxury but an imperative."

**Let me repeat:** I am not arguing for a knowledge of Greek per se. Greek must not be taught like Edmund Hilary's Mount Everest---"because it's there." But for that reason it cannot be ignored. Greek is most certainly "there," and no preacher can be called an informed professional without a knowledge of it.

## Basic Bibliography for Greek Students



P21 (Matthew 12.24-26) [More...](#)

### Rodney J. Decker

M.Div., Th.M., Th.D., Assoc. Professor of New Testament  
Baptist Bible Seminary, 538 Venard Rd.  
Clarks Summit, PA 18411 USA

**NOTE:** This site has moved to <[www.NTResources.com](http://www.NTResources.com)>; the pages here are no longer maintained. Please visit the new site and change your bookmarks and links accordingly.

### Bibliography: Greek Grammar and Linguistics

Compiled by Rodney J. Decker  
1994

[This bibliography does not contain the standard New Testament grammars and lexicons. It focuses rather on journal articles and lesser known books. The verb receives the largest share of attention here. Material on verbal aspect is included, some of which deals primarily with languages other than Greek.]

Armstrong, D. "The Ancient Greek Aorist as the Aspect of Countable Action." *Syntax and Semantics* 14: *Tense and Aspect*. Edited by P. Tedeschi and A. Zaenen, 1–11. New York: Academic, 1981.

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#### **BIBLIOGRAPHY: Tense and Discourse**

The following section is from the net as explained in the explanatory paragraphs that immediately follow. I have revised the formatting and provided missing information where possible. Much of it relates to verbal aspect and discourse analysis in English, but much of the theoretical discussion should also prove to be of interest for Greek.

Subject: References on Tense and Discourse

From: [ingria@bbn.com](mailto:ingria@bbn.com)

Date: 14 Nov 94 15:21:36 CST.

I recently saw this on the Linguist List and, given the recent discussion of aspect and discourse here, I thought it might be of interest. (I know that tense and aspect are at least analytically distinct, but I suspect that at least some of these references deal with the interaction of the two in creating textual and dialogue "cohesion," to use Hasan's phrase.) I hope that this is of use. Bob

Date: Sun, 13 Nov 1994 16:20:22 -0500 (EST)  
From: Viola Giulia Miglio <[viola@wam.umd.edu](mailto:viola@wam.umd.edu)>  
Subject: sum:tenses and discourse analysis

Greetings to the LIST, I wish to thank everyone that answered my query on tenses and discourse analysis. I hope I have remembered to mention all of them in the following list... Needless to say I will continue to welcome replies to the original query and anyone wishing to have further information on bibliography than what is appended below, should feel free to contact me at the following e-mail address:  
[viola@wam.umd.edu](mailto:viola@wam.umd.edu).  
Best Regards, Viola Miglio

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## On-Campus Course Syllabus

### ADDENDUM FOR FA-20

#### GRK 501 L2

#### Greek I

In the event of a closure of the campus for on-campus classes, this addendum will be in effect from that point forward until the end of the semester. This addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

### Course Requirements and Assignments

All assignments for this course will remain as indicated on the original syllabus. This includes the reading, quizzes, and exams. Everything will be completed or turned in through Canvas.

- A. **Daily Assignments:** Students will be responsible for completing all daily assignments as listed in the course schedule. It is the student's responsibility to make up assignments which may be missed for ANY reason. All written daily assignments are to be turned in each day to be checked by the professor. No grade will be issued, but a complete record may influence the final grade.
- B. **Quizzes:** Daily quizzes will be given covering the material assigned for each day as outlined in the class calendar at the end of this syllabus. Hence, twenty to as many as thirty quizzes could be required during the semester. Depending upon the final count of daily quizzes, from three to five, or more of the lowest grades will be dropped. No make-up quizzes are allowed and each missing quiz will be recorded as zero and will be counted as one of the lower daily grades. The final quiz average shall be factored in as 20% of the final grade.
- C. **Reading Report:** The student will complete an assigned reading by the professor and turn in a 4-6 page, double-spaced summary on what was read. Additional information about this assignment will be given during the semester. This assignment will be due December 1<sup>st</sup>. The reading report will be factored in as 20% of the final grade.
- D. **Exams:** The student should expect at least three examinations, and each shall be factored in as 20% of the final grade.

### Class Attendance

Since we are not meeting regularly in person, it is important that you participate in the online activities related to this class. The most important of these is to connect using the Zoom conference feature in Canvas during our

normally scheduled class time (beginning at 4:45 pm on Tuesdays). By class time, there will be a link provided on Canvas to connect. It will be identified with the date of the class. We will plan to use this feature for the remainder of the closed campus situation, so it is important that you make sure you have a device that can connect using this feature (internet access, a camera, and a microphone).

### **Remote Class Sessions: Identity and Participation Verification**

All students are required to turn on the video feature in Zoom, so they can be seen, at the beginning of the class session and remain on video until the end of the session. Doing so facilitates better attention and class discussions. Please mute your microphone when you are not speaking as a courtesy to the remainder of the class. Students will need to notify the instructor in advance by email at [rmetts@criswell.edu](mailto:rmetts@criswell.edu) if they are unable to join class in Zoom using the video and audio features.