



# On-Campus Course Syllabus

## GRK620: L1

### Greek Exegetical Syntax 1

### Spring 2024

#### Class Information

**Day and Time:** Mondays, 4:45-7:15

**Room Number:** E325

#### Contact Information

**Instructor Name:** Dr. Terri Moore

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

**Instructor Phone:** 214.818.1314

**Instructor Office Hours:** Tuesdays, 9:00-10:00; Thursdays, 9:00-12:00

#### Course Description and Prerequisites

A study of Greek grammar, emphasizing exegetical method in the Greek New Testament. Special attention is given to syntax, textual criticism, literary analysis, and lexical studies. (Prerequisite: GRK 502 or equivalent.)

#### Course Objectives

As a result of this course, the diligent student should be able to do the following:

1. Translate and read portions of the Greek New Testament with proficiency, confidence, and reasonable speed. The following objectives support this task:
  - a. Students will give a correct English meaning for each of the Greek words used 50 times or more in the Greek New Testament.
  - b. Students will recognize and parse important Greek grammatical forms and reproduce the paradigms of regular (-ω) verbs like λύω and the λύω chart.
2. Demonstrate a working knowledge of the major grammatical classifications and their descriptions from the portions of the Wallace textbook emphasized over the semester.
3. Demonstrate proficiency in syntactically analyzing portions of the Greek New Testament.
4. Use basic Greek grammatical tools in practicing syntactical exegesis of the Greek New Testament, including a basic familiarity with the features of the NA28 Greek NT, lexicons, commentaries, and grammars.
5. Articulate the important role that grammar and syntax play in exegesis of the Greek New Testament.

## Required Textbooks

1. Daniel B. Wallace, *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids: Zondervan, 1996. (abbreviated *ExSyn*)
2. A Greek text: any Nestle-Aland 28<sup>th</sup> edition text. You may use a physical copy or a digital copy or online access. Links to free online access to Greek NT:
  - a. <https://www.academic-bible.com/en/online-bibles/novum-testamentum-graece-na-28/read-the-bible-text/>
  - b. <http://gntreader.com/#>
  - c. <https://www.biblegateway.com/versions/SBL-Greek-New-Testament-SBLGNT/#booklist>
3. Burer, Michael H., and Jeffrey E. Miller. *A Reader's Lexicon of the Greek New Testament*. Grand Rapids: Kregel, 2008.
4. Bauer, Walter, F. W. Danker, W. F. Arndt. and F. W. Gingrich. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3d ed., rev. and ed. Frederick William Danker based on Walter Bauer's *Griechisch-deutsches Wörterbuch zu den Schriften des Neuen Testaments und der übrigen urchristlichen Literatur*, 6th ed., ed. Kurt and Barbara Aland, with Viktor Reichmann, and on previous English editions by W. F. Arndt, F. W. Gingrich, and F. W. Danker. Chicago: University of Chicago Press, 2000. (abbreviated: BDAG)
5. The professor may post handouts or links on Canvas, clearly marked as either required or optional.

## Recommended Reading

**Highly recommended: A Technical Philippians Commentary** (at least one might be useful to own this year, will be useful both semesters; See project instructions for more commentary suggestions.)

1. Fee, Gordon D. *Paul's Letter to the Philippians*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1995.
2. Hawthorne, Gerald F., and Ralph Martin. *Philippians*. Revised and expanded ed. Word Biblical Commentary. Nashville: Thomas Nelson, 2004.
3. Hellerman, Joseph. *Philippians*. Exegetical Guide to the Greek NT, 2015.

### Other helpful resources:

1. A software program for biblical studies (Logos and Accordance are the two main options).  
One of these programs will eventually be necessary for the serious bible student. Logos is used by many ministers, preachers, and teachers even if they do not use or study the biblical languages. Accordance has more features attractive to language students. Both programs have varying levels of packages you can purchase and both BDAG and your Wallace textbook is available in both (as well as many other resources).
2. Bock, Darrell L., and Buist M. Fanning, eds. *Interpreting the New Testament: Introduction to the Art and Science of Exegesis*. Wheaton: Crossway, 2006.
3. McKnight, Scot, ed. *Introducing New Testament Interpretation*. Grand Rapids: Baker, 1989.
4. Rogers, Cleon L. Jr., and Cleon L. Rogers III. *The New Linguistic and Exegetical Key to the Greek New Testament*. Grand Rapids: Zondervan, 1998.
5. Zerwick, Max, and Mary Grosvenor. *A Grammatical Analysis of the Greek New Testament*. 5th ed. Rome: Editrice Pontificio Instituto Biblico, 1996.
6. The notes for the NET Bible are often helpful with syntax and exegetical problems. *New English Translation—Novum Testamentum Graece New Testament*. NA 27th ed.; NET Bible and notes edited by

Michael H. Burer, W. Hall Harris III, Daniel B. Wallace. [NOTE: This is based on a previous edition of the Nestle-Aland text (27<sup>th</sup>), but the translators' notes and text critical notes are still valuable.]

## Course Requirements and Assignments

1. **Translation proficiency (0%)** This course assumes the student has a working knowledge of the elements of Greek morphology and can translate appropriately and competently. Some requirements force review of these elements (weekly quizzes) and other elements will improve your translation abilities, but as with any language, skills build upon one another. The assignments in this class assume translation abilities learned in the prerequisite classes.
2. **Reading requirements (10%):** This class involves a significant amount of heavy reading. Students are to complete the required readings before class and in such a way as to be able to discuss the contents in class. Late readings are allowed but penalized 50%. Keep track of your own reading throughout the semester so you can give an accurate report. Each weekly report should include the following for each class day: 100% if completed on time; "late" if completed at any point after the due date/time, or no report/blank if you did not complete the reading. Any reading done after the start of class time it is due is considered late.
3. **Weekly homework (40%):** Students will be assigned weekly homework that includes translation and parsing from Philippians. These are due at class time and students should come prepared to share and/or ask questions about the text. More details about these homework assignments will be provided in a separate handout. The professor will drop the lowest two homework grades.
4. **Weekly quizzes (10%):** Quizzes will be given most weeks on Canvas and cover vocabulary and  $\lambda\omega$  paradigms. Students should remember that some forms are not covered on quizzes this semester (2<sup>nd</sup> aorist forms, participles,  $\mu$  verbs, etc.) but students are still responsible to know how to recognize, parse, and translate these in homework and syntax projects nonetheless. The professor will drop the lowest quiz grade. See Canvas for detailed content of each quiz. *Quizzes are primarily independent work that support your ability to translate effectively.*
5. **Translation and Syntax projects (40%, 10% each):** Students will translate through Philippians a second time and complete four syntax projects analyzing the text. Detailed instructions will be given in class and in a separate handout.

## Course/Classroom Policies and Information

1. Graduate students are expected to be prepared for class, engaged in class discussions, and working independently and studiously on course assignments.
2. Please follow all guidelines set out by the college regarding any health precautions.
3. I expect you to be on time and present for class. We have a lot of exciting things to do.
4. **I do not accept late assignments in 300 level or above classes.**

### Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how

attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

## **Campus Closure**

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may,

for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

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.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **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). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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). Login credentials are emailed to students near the beginning of the semester.

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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

*\*Always Check Canvas for Details.\**

Wk	Date	Topic/Chapter	Textbook Reading <sup>1</sup>	Homework <sup>2</sup>	Quiz	Project
	1/15	MLK Day/NO Class	Read Syllabus and related handouts	none	none	
1	1/22	Syllabus, Course	<i>ExSyn</i> : ix-xix, 1-30	Phil 1:1-5	Quiz 1	
		intro to case	<i>ExSyn</i> : 31-35			
2	1/29	nominative and vocative	<i>ExSyn</i> : 36-71	Phil 1:6-15	Quiz 2	
		accusative	<i>ExSyn</i> : 176-205			
3	2/5	genitive, pt 1	<i>ExSyn</i> : 72-112	Phil 1:16-25	Quiz 3	
		genitive, pt 2	<i>ExSyn</i> : 112-136			
4	2/12	dative	<i>ExSyn</i> : 137-175	Phil 1:26-30	Quiz 4	Syntax project #1
		Catch-up/review	none			
5	2/19	article pt 1	<i>ExSyn</i> : 206-254	Phil 2:1-5	Quiz 5	
		adjectives	<i>ExSyn</i> : 291-314			
6	2/26	article, pt 2	<i>ExSyn</i> : 255-290	Phil 2:6-15	Quiz 6	
		pronouns, & prepositions	<i>ExSyn</i> : 315-389			
7	3/4	Person, Number, Voice	<i>ExSyn</i> : 390-441	Phil 2:16-25	Quiz 7	
		Intro to Tense	<i>ExSyn</i> : 494-512			
March 11-15 Spring Break, NO CLASS						
8	3/18	Individual Tenses	<i>ExSyn</i> : 513-586	Phil 2:26-30	Quiz 8	Syntax Project #2
9	3/25	Clauses & Conjunctions	<i>ExSyn</i> , 656-678	Phil 3:1-6	Quiz 9	
		Indicative Mood	<i>ExSyn</i> : 442-461			
10	4/1	Subjunctive Mood	<i>ExSyn</i> : 461-480	Phil 3:7-12	Quiz 10	
		Imperative Mood	<i>ExSyn</i> : 485-493			
11	4/8	Optative Mood	<i>ExSyn</i> : 480-484	Phil 3:13-19	Quiz 11	
		Infinitive	<i>ExSyn</i> : 587-611			
12	4/15	Participles, part 1	<i>ExSyn</i> : 612-639	Phil 3:20—4:4	Quiz 12	Syntax Project #3
		Participles, part 2	<i>ExSyn</i> : 640-655			

<sup>1</sup> Always check canvas for details of the day's assignments. There may be handouts and/or other articles that are required reading for the day or other optional reading linked there or helps for your homework

<sup>2</sup> Your project may have notes or helps for your translation and parsing for your homework.



13	4/22	Conditional Sentences Volitional Clauses	<i>ExSyn</i> : 679-725	Phil 4:5-16	No quiz	
		Review/catch-up	none			
14	4/29	Prof's choice	TBA	Phil 4:17-23	no quiz	
15	5/6*	Prof's choice	TBA		no quiz	Syntax Project #4

\*This is finals week—we will meet for class on Monday. No final exam, but your fourth syntax project is due at the end of the week.

## Selected Bibliography

(annotations are adapted from Daniel Wallace unless otherwise noted)

*Grammars and Grammar related topics:*

1. Blass, F., and A. Debrunner. *A Greek Grammar of the New Testament and other Early Christian Literature*. Translated and revised by Robert W. Funk. Chicago: University Press, 1961. [abbreviated: BDF]  
The best and most authoritative grammar of NT Greek; Blass-Debrunner-Funk is regarded as the international standard. It is difficult to use, however, because it is quite succinct (with an overly generous use of abbreviations, etc.), assumes a knowledge of classical Greek, and tends to skip over normal usage and discuss only the exceptional points. As well, as is true of virtually all grammars until fairly recently, there is little integration with semantics and few explicit applications for exegesis.<sup>3</sup>
2. Burton, Ernest DeWitt. *Syntax of the Moods and Tenses in New Testament Greek*. 3rd edition. Edinburgh: T. & T. Clark, 1898 (also a Kregel reprint, 1976).  
A very clear, succinct treatment of these two areas of verbal syntax. Nevertheless, it is quite dated and is linguistically insensitive in many places.
3. Caragounis, Chrys C. *The Development of Greek and the New Testament: Morphology, Syntax, Phonology, and Textual Transmission*. Grand Rapids: Baker, 2006.
4. Fanning, Buist. *Verbal Aspect in New Testament Greek*. *Oxford Theological Monographs*. Oxford: Clarendon Press, 1994.  
From Dr. Moore: This is \*the\* book on verbal aspect, but it is extremely expensive. I have a copy if you'd like to check it out from my personal library with promise of return.
5. Moule, C. F. D. *An Idiom Book of New Testament Greek*. 2nd edition. Cambridge: University Press, 1959.  
Not a systematic grammar, but something akin to a topical scrapbook of grammatical notes compiled by one of the most respected British NT scholars of the twentieth century. Moule is more an exegete and a biblical theologian than a grammarian, but he is careful in the realm of grammar, yielding valuable information for exegesis and theology.
3. Moulton, James Hope, W. F. Howard, and Nigel Turner, *A Grammar of New Testament Greek*. 4 vols. Edinburgh: T. & T. Clark, 1908–1976.  
A highly regarded series, though of mixed value. Volume 1 (*Prolegomena*, by Moulton) is most helpful on the relationship of the papyri to NT Greek. Volume 2 (*Accidence and Word-Formation*, by Howard), besides being the standard work on accidence and morphology, has a helpful section on Semitisms in the NT. Volume 3 (*Syntax*, by Turner) has excellent charts, but follows somewhat of a non-traditional organization; also, Turner's view on the nature of NT Greek is not widely held—in fact, is quite opposed to Moulton's view). Volume 4 (*Style*, by Turner) is helpful on the individual style of NT authors, though it is quite selective (and for the most part a repackaging of his *Syntax*).
6. Porter, Stanley E. *Idioms of the Greek New Testament*. 2nd edition. Sheffield Academic Press, 1995.

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<sup>3</sup>Condra, Edwin C. "A Guide to Blass, Debrunner, Funk..." Th.M. Thesis, Dallas Seminary, 1982. This work discusses BDF section by section, explaining and expanding the succinct and sometimes cryptic wording of BDF. This is often on reserve in the DTS library.

7. Porter, Stanley E. *Verbal Aspect in the Greek of the New Testament, with Reference to Tense and Mood*. 3<sup>rd</sup> ed. Peter Lang Inc., International Academic Publishers, 2003.
8. Robertson, A. T. *A Grammar of the Greek New Testament in the Light of Historical Research*. 4th edition. Nashville: Broadman, 1934.  
 A voluminous treatment of NT grammar (over 1500 pages!). The strength of ATR for today's student is that it gives more background and explanation than BDF, deals with normal grammar, and is not (in any sense) abbreviated or cryptic. Nevertheless, the work is dated in many ways (being essentially a revision of a work done in 1914) and can no longer be cited as *the* authority on NT grammar.
9. Runge, Steven E. *Discourse Grammar of the Greek New Testament: A Practical Introduction for Teaching and Exegesis*. Peabody, MA: Hendrickson, 2011.
10. Smyth, H. W. *Greek Grammar*. Revised by G. Messing. Cambridge, MA: Harvard University Press, 1956.  
 A very useful intermediate-level volume for *classical* Greek. The standard reference works for classical Greek are either out of print or are in German (or both). Hence, Smyth is, pragmatically, the standard reference work for classical Greek for English-speaking students (although, originally, it was written for college and high school students!).
11. Young, Richard A. *Intermediate New Testament Greek: A Linguistic and Exegetical Approach*. Broadman and Holman, 1994.
12. Zerwick, Maximilian *Biblical Greek Illustrated by Examples*. English edition adapted from the fourth Latin edition, by Joseph Smith. Rome: Pontifical Biblical Institute, 1963.  
 A very valuable treatment of intermediate syntax, in some places superior to the reference grammars for clear, accurate presentation of NT usage. Especially good on areas of Semitic influence in NT Greek, understanding the linguistic nature of NT Greek, and exegetical insights.

*Textual Criticism:*

1. Metzger, Bruce M., and Bart D. Ehrman. *The Text of the New Testament: Its Transmission, Corruption, and Restoration*. 4th edition. New York: Oxford University Press, 2005.
2. Metzger, Bruce M. *A Textual Commentary on the Greek New Testament*. 2nd ed. New York: United Bible Societies, 1994.

## Addendum One: Supplemental Course Information

### A. Assignment Preparation

An advanced Greek student should expect to spend a significant amount of time on class preparation (6-12 or more hours per week outside of class). The successful student will space out the work over several shorter segments rather than one long session the evening or morning before class. It takes time to learn how to work with a language. An hour every day for three days is better than three hours in one day.

### B. Some Benefits of Learning Greek Syntax

1. It will enable you to use the Greek New Testament, the *primary* (original language) source for Christian doctrine and practice.
2. It will serve as an additional tool to enhance your ability to deal with the New Testament text correctly in your Christian ministry whether it is preaching, teaching, counseling, or writing.
3. It will enable you to interact effectively with a vast array of *secondary* literature related to the New Testament. Most of the best commentaries and study aids require a knowledge of Greek.
4. It will help you evaluate modern English translations with regard to their faithfulness to the original text and, at the same time, their readability in English. This process will make you more sensitive to the problems that face Bible translators.
5. Syntax is the indispensable tool between knowing a little Greek and being able to do exegetical work in the Greek text.

### Dr. Moore's General Hints/Suggestions:

- **You must avoid getting behind in Greek!** This is a class that takes weekly and daily time commitments. This WILL pay off in the long run, but you have to be disciplined.
- Work on something every day. Do not try to do all of your Greek in one day.
- Make a plan for the entire semester so that assignments don't surprise you. Know ahead of time when all of your major papers and assignments are due for all of your classes. Work ahead if you can, especially if you have two big assignments/tests in the same week. Take into account your work schedule (and if applicable, your spouse's or SO's work schedule or calendar). The big idea is to PLAN AHEAD!
- Don't put off big assignments all semester. If you have a big paper or project due in another class later in the semester, work ahead. Remember you cannot skip Greek for a week because you have a big paper in another class. You will get too far behind.
- Have a week where you can't do it all? Focus on your homework/translation/reading rather than study for your quiz. Homework counts for more and you may be surprised what you'll recall on your quiz with just a 5 -10 minute review before the quiz.