



On-Campus Course Syllabus
GRK307:L1
Greek 2
Spring 2025

Class Information

Day and Time: Tues/Thurs, 1:45-3:00

Room Number: E207

Contact Information

Instructor Name: Dr. Terri Moore

Instructor Email: tmoore@criswell.edu

Instructor Phone: 214.818.1314

Instructor Office Hours: Tuesdays, 9:00-11:00 am; Wednesdays, 1:30-3:30 pm

Course Description and Prerequisites

A continuation of basic grammatical studies in New Testament Greek. (Prerequisite: GRK 306)

Course Objectives

1. The goal of learning New Testament Greek is to equip you to do accurate exegetical work in the Greek NT so that you can expound and apply it effectively in your Christian ministry.
2. The purpose of Greek I and II is to equip you with a detailed knowledge of the basic elements of New Testament Greek grammar as the necessary foundation for subsequent study in syntax and exegesis.
3. This course will focus on giving you:
 - a. a knowledge of the morphological patterns and grammatical structures that are most important in New Testament Greek,
 - b. a basic vocabulary of most frequently occurring words,
 - c. experience in translating simple Greek sentences, and
 - d. an acquaintance with basic grammatical and lexical reference works for New Testament Greek.
4. The emphasis throughout the course will be on features that occur frequently in the New Testament rather than on rare uses. The aim is not to have you sight-read Greek or have a specialist's knowledge but to give you a working knowledge of Greek so you can use it readily and competently in your ministry.
5. Throughout the course sentences from the New Testament will be incorporated into the course assignments to give you experience in working with the New Testament itself.

Required Textbooks

1. William D. Mounce. *Basics of Biblical Greek Grammar*, 4th Edition (Zondervan: 2019). ISBN 9780310537434. ***The fourth edition is required.***
2. William D. Mounce. *Basics of Biblical Greek Workbook*, 4th Edition (Zondervan: 2019). ISBN 9780310537472. ***The fourth edition is required.***
3. The professor will post materials on Canvas that will be required reading alongside your textbook: study guides, handouts, etc.
4. You will need access to the Greek NT. You may purchase a Greek NT (physical or digital copy; see the professor before you purchase) or you may access it online. 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>

Recommended Reading

Highly recommended for this semester:

1. Samuel Lamerson. *English Grammar to Ace New Testament Greek*. Grand Rapids: Zondervan, 2004.
You need a firm understanding of English grammar to learn Greek. This is a short, affordable companion that may assist in that aspect of learning the language. It is not required, but if you struggle with English grammar, you will want to use this book in your own studies.
2. Burer, Michael H., and Jeffrey E. Miller. *A New Reader's Lexicon of the Greek New Testament*. Grand Rapids: Kregel, 2008. (physical or digital version)
A "reader's lexicon" is one that helps you read the NT text quickly and easily. It is organized by book and verse so that in Matthew 1:1, for example, it gives you all the vocabulary in that verse that you (theoretically) do not know after taking a first year Greek course.

Recommended for future study:

3. Bauer-Danker-Arndt-Gingrich. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed., 2000. [BDAG]
This is an expensive reference book that is nonetheless necessary if you are pursuing a degree in biblical studies. Most Greek students purchase this as a digital book with a biblical software program (see below). You will want access to BDAG for Greek II (not required to purchase, but access in the library or elsewhere). If you take Greek beyond first year, you will want to purchase your own personal copy. We will talk more about this reference in class.
3. A software program for biblical studies (Logos and Accordance are the two main options).
One of these programs will eventually be necessary if you are pursuing a degree in biblical studies. Logos is used by many ministers, preachers, and teachers even if they do not use or study the biblical languages. We will talk more about these references in class. Both programs have varying levels of packages you can purchase and BDAG is available in both.

Course Requirements and Assignments

Learning a language requires a significant amount of consistent, daily study and review on the part of the student. You should plan to do some Greek work every day. Always check Canvas for details of what is required for the week. See the addenda at the end of the syllabus for advice on studying. The following course requirements and assignments aid in meeting the course objectives outlined above.

1. Reading and preparation (0%)

- a. **Reading Assignments:** You will be expected to read and study chapters from the textbook by Mounce according to the class schedule. **Always use the study guides provided to guide you through Mounce.** Chapters 21-36 will be covered during this semester. Class handouts should also be read and studied. As you study through the chapters and handouts, you should take notes, underline significant points, outline the material, or organize it differently in your own words to help you understand and learn it better. You can also take advantage of Mounce's website for further study (see Mounce, xvi-xxvi).
- b. **Remedial Work:** A working knowledge of English grammar and grammatical terminology is assumed in this course. If you are weak in these areas, Mounce's textbook will help some, but you may also want to read the material in Lamerson, *English Grammar to Ace New Testament Greek*.
- c. **Other:** The professor may occasionally assign short videos or other preparation assignments for a class period. Always refer to Canvas for class preparation.
- d. **Memorization:** Your daily assignments on Canvas will inform you about what memory work is related to each class day. This will include vocabulary and paradigms. Memory work will be assessed through quizzes and exams and reinforced in homework assignments. A substantial amount of memorization will be required, and all memory work will be cumulative (i.e., once it has been assigned, you are responsible for it throughout the course). It is essential for you to set up a systematic review program early in the course so that you can go over all the material periodically. It is also essential to keep up with the memory work daily. If you fall behind, it is very difficult to catch up.

2. Homework assignments (30%):

- a. You will have homework assignments due each week after class. You will be expected to complete *Workbook* exercises and other written assignments designed to give you practice in working with the language.
- b. In general, homework is graded for effort and completion. **Occasionally, your homework will be graded more carefully and spot checked for accuracy.**
- c. Four "homework cuts" are available when you simply cannot complete the assignment for a particular class session. **Certain assignments cannot be dropped—check Canvas for details.**
- d. You must complete the exercises without consulting the work of other students, any workbook answer keys, or the English Bible. You may consult the textbook, handouts, and class notes freely as you do your homework.
- e. Read the instructions on Canvas for each assignment carefully.

3. Quizzes (25%):

- a. A quiz will be given for almost every chapter. Quizzes will focus on vocabulary and paradigms. The Canvas module for each day will detail what to study for the quiz.
- b. Each quiz will be given 10 minutes to complete, starting promptly at the beginning of class. If you are tardy, you do not get extra time on the quiz.

- c. Students should note that usually two chapters are covered in one week. This often means two quizzes per week. Plan accordingly.
 - d. Two of the missing or lowest quiz grades will be dropped from the final grade computation. Make-up quizzes will be possible only in cases of illness or absence due to other extenuating circumstances—otherwise an absence means a zero quiz grade that can count as one of the two drops.
 - e. Certain quizzes cannot be dropped. Always check Canvas for details.
4. **Unit Exams (30%):**
- a. There will be three unit exams during the semester (each is worth 10%)
 - b. The format of the exams and how to prepare for them will be discussed in the class sessions preceding them and students will receive study guides to aid in preparation.
 - c. Because of the nature of language learning, all exams in Greek I and II are cumulative. They focus on the material for that unit, but also include material from the entire year. For Greek II, you are responsible for material from the previous semester as well.
 - d. No make-up exams are allowed except in cases of illness or absence due to other extenuating circumstances.
5. **Final Projects/Exams (15%):** This includes two elements:
- a. A final vocabulary test covering all the vocabulary from chapters 1—36. This is taken the last week of class. (5%)
 - b. A final exam that includes translation and parsing exercises that cover elements from Greek 1 and 2. This is taken during finals week. The format of the exam and how to prepare for it will be discussed in the class sessions preceding and students will receive study guides to aid in preparation. (10%)

Course/Classroom Policies and Information

1. *In the Classroom*

- a. Be present, attentive, and respectful during class time.
- b. Silence all devices during class time and put away distractions (social media, games, etc.). Please only respond to emergency messages or calls.
- c. **Arrive on time and leave the classroom for emergencies only.** Participate in whole class discussions rather than comment to your neighbor. If you neglect points a, b, and/or c, you've likely lost class participation points.
- d. Questions about the topic at hand are welcome and enhance the learning experience for the whole class. Do not hesitate to ask questions during class. For “off-topic” questions unrelated to the course or the unit being studied, the professor is happy to discuss outside of class time.
- e. You are required to follow any health and safety guidelines set by the college while in our classroom.

2. *Class attendance in Greek:*

- a. Regular attendance is essential for language courses. It is always to your advantage to come to class, even if you are unprepared.
- b. You are allowed to miss class *only four times* without grade penalty. Please keep a record of your own attendance and report it on each exam.
- c. *Be prompt to classes.* Additional time on quizzes will not be allowed if you are late to class.

3. *Preparing for Class/Completing Assignments*

- a. **Follow Canvas and the Syllabus carefully for daily assignments and course schedule.**
 - b. If uploading assignments to Canvas, use scanned/PDF documents or Microsoft Word documents rather than JPEG or pictures.
 - c. **Late assignments will receive a 10-point deduction for each day late.** Turning in an assignment after the time it is due but on the due date = one day late. **I do not accept late quizzes or exams unless there are extenuating circumstances.**
 - d. Pay careful attention to **the college's Academic Honesty policy and the course AI policy below.** All work done in this course should be your own. You may not work with other students to complete individual work in this course nor should you turn in work an artificial intelligence program has generated or composed. Breaking these policies may result in failure of the assignment or the entire course.
4. Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who exhibit signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

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.

Course Policy on the use of Artificial Intelligence (AI)

Regarding AI use, students should abide by the following standards:

- You may not use AI to generate text or compose assignments.
- You may use AI-related tools to help edit and improve work that you have written.
 - Spellcheck and grammar checks (often built into word-processing software).
 - AI re-writing tools – tools that take your writing and make suggestions for clarity, such as what Grammarly offers. I suggest using these sparingly and wisely.
- You may use AI-related tools to help find sources. Again, be wise and learn how to use AI to find the best sources for your project.
- Honestly, I wouldn't trust AI to do my Greek homework.

Remember, *you* are the product of your education—you are becoming a deeper thinker and a more effective communicator. In this class, your goal is to learn a particular skill or acquire important information. While you are a student, work to cultivate your skills in thinking and writing, using AI only sparingly as a tool to improve your skills than replace important steps in your development.

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.

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. 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. 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. 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.

Course Outline/Calendar

Class day	Date	Topic	Mounce chapter	Homework * = cannot be dropped
REVIEW				
1	1-21	Syllabus/Class policies; Review	--	Read Syllabus
2	1-23	Review nouns, adjectives, pronouns	ch 1-14	Practice Sentences*
Unit One: Indicative Mood				
3	1-28	Review Indicative verbs	ch 15-20	Tues: Practice Sentences*
4	1-30	Imperfect Indicative	ch 21	Thurs: WB 21
5	2-4	2 nd Aorist Indicative	ch 22	Tues: WB 22
6	2-6	1 st Aor Indicative	ch 23	Thurs: WB 23
7	2-11	Aorist & Future Passive	ch 24	Tues: WB 24
8	2-13	Perfect Indicative	ch 25	Thurs: WB 25
9	2-18	Indicative mood	review ch 21-25	Tues: WB review
10	2-20	Exam 1	ch 21-25	Thurs: Exam 1
Unit 2: Participles				
11	2-25	Intro Participles	ch 26	Tues: Reading only/no HW
12	2-27	Present Participles	ch 27	Thurs: WB 27
13	3-4	Aorist Participles	ch 28	Tues: WB 28
14	3-6	Participle: form & adverbial function	review ch 26-28	Thurs: Worksheet, ch 26-28*
15	3-11	Adjectival Participles	ch 29	Tues: WB 29
16	3-13	Advanced Participle Information	ch 30	Thurs: Participle packet*
Mar 17-21 Spring Break				Prep for next week
17	3-25	Review Participles	ch 26-30	Tues: Participle packet*
18	3-27	Exam 2	ch 26-30	Thurs: Exam 2
Unit 3: Other Moods				
19	4-1	Intro & Subjunctive	ch 31	Tues: WB 31, part 1
20	4-3	Subjunctive	ch 31	Thurs: WB 31, part 2
21	4-8	Infinitive	ch 32	Tues: WB 32
22	4-10	Imperative	ch 33	Thurs: WB 33
23	4-15	Review non-indicative	Review ch 31-33	Exam 3 on Thursday
24	4-17	Exam 3	ch 31-33	

Unit 4: μι verbs				
25	4-22	μι verbs	ch 34	Tues: WB 34
26	4-24	μι verbs	ch 35	Thurs: WB 35
27	4-29	μι verbs	ch 36	Tues: WB 36
28	5-1	review μι verbs and translate	ch 34-36	Thurs: WB Review #7
29	5-6	Vocab Exam and review	ch 1-36	Tuesday: Vocab Exam no HW
30	5-8	review ch 1-36 and translate	ch 1-36	
Finals week May 12-16				Final Exam

Addendum One: Supplemental Course Information

A. Assignment Preparation

A Greek student should expect to spend a significant amount of time on class preparation (5-8 hours per week). 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 a language. Be consistent in review. You cannot cram for quizzes and exams and expect to retain Greek in the long run. An hour every day for three days is better than three hours in one day.

For a Monday/Wednesday or Tuesday/Thursday class, the student may especially want to plan and work ahead for the second class since the time between class sessions is short.

B. Practical Helps for Memorizing Forms

1. Begin studying the material as soon as possible after it is assigned and pace yourself through it. Work on the memorization in several short sessions spread between classes. Putting the material on small flash cards or another format to be carried with you will enable you to review on short breaks during the day.
2. Carefully note and catalogue differences and similarities between forms. Always build from the familiar to the unfamiliar, since many endings occur on several different forms and do not require learning a completely new pattern.
3. Use a combination of sight, sound, and written exposure to help learn the material. In addition to looking carefully at the forms, **sound out** the paradigms repeatedly and write out the forms periodically as a self-test. You should pronounce Greek words consistently and write them neatly. If your pronunciation varies, it is more difficult to remember the words.
4. You should be careful to observe English derivatives from Greek words as an aid in learning vocabulary. Some students use other types of word associations in English (e.g., mnemonic devices) or associate the Greek word with a familiar Scripture verse in which it occurs.
5. It may be helpful to find a regular study-partner with whom you can go over course material. The mutual accountability and encouragement built into such a relationship will help you with more than the Greek language! But the bottom line in language-learning is personal self-discipline day by day.

C. Some Benefits of Learning Greek

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.

Addendum Two: Dr. Moore's Suggested Study Plan for Greek I

For each class day:

1. Always refer to Canvas to know exactly what is assigned for that day. Make sure you have downloaded and/or printed all available handouts and study guides for that class period. *Utilize the modules page especially.*
2. Start with the vocabulary assigned for that day. Read through the vocabulary section of the chapter in Mounce, including the footnotes. Use the handout, "Mounce Vocabulary by Chapter" to know exactly which glosses to memorize. Make vocab cards (paper or digital) and study these words.
3. Read and study the assigned chapter(s) using the study guides provided. **NEVER read Mounce without my study guides.** I will often teach things slightly differently than Mounce and my study guides will help you through that and will save you wasted time and energy.
4. Make your own notes/outline/cards to help you master the important concepts and forms that need to be memorized for that class. Read the section above under "Supplemental Course Information" for study suggestions. Write down any questions you want to ask in class.
5. Make sure you have mastered all the memory work assigned for the quiz.
6. Come to class ready to take your quiz, ask questions, recite and participate in the workbook exercises.
7. Do the homework assignments using your notes, book, and any other approved helps. Upload to Canvas when complete or turn in to professor. I suggest you do your homework as soon after class as possible rather than waiting until right before it is due, or to try a few before class to see where you may have questions.

Review:

Once or twice a week you want to review vocabulary and forms you have learned in previous class periods until they become second nature. Remember, everything is cumulative! If a certain concept or word(s) is difficult for you, review it more often and/or ask me (or a tutor or a classmate) for help.

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 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.