



Course Syllabus

GRK 501-L1

Greek 1

Fall 2025

Class Information

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

Room Number: E209

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, 9:00-11:00 am

Course Description and Prerequisites

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

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. This class is the first step in meeting that goal.
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. This is 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,
 - d. an acquaintance with basic grammatical and lexical reference works for New Testament Greek, and
 - e. an introduction to basic syntactical categories and analysis.
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 New Testament Greek so you can use it readily and competently in your ministry.
5. Throughout the course simple 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 a copious amount of material on Canvas that will be required reading alongside your textbook: study guides, handouts, etc.

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.

Recommended for future study:

2. 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 and III (not required to purchase, but access in the library or elsewhere). 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. These are not required for Greek I or II, but Logos would be very useful for graduate students in Biblical and Theological studies.
4. A copy of the Greek New Testament. Digital copies of the Greek NT are available in both Accordance and Logos. Other sites have access available online. We will talk more about this in class (do not purchase without talking with the professor first). 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>
5. Burer, Michael H., and Jeffrey E. Miller. *A New Reader's Lexicon of the Greek New Testament*. Grand Rapids: Kregel, 2008.
This lexicon is helpful when translating through a NT passage. This is also available digitally with both Logos and Accordance.

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** or your assignment details for the requirements each class day. 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 class 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 1–20 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* on your own.
- c. **Other:** The professor may occasionally assign short videos or other preparation assignments for a class period. Always refer to Canvas modules for class preparation and help finding handouts.
- d. **Memorization:** Your daily assignments will inform you about what memory work is related to each class day. This will include vocabulary, the alphabet, and various paradigms that aid in translation. 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. Daily Homework assignments (20%):

- a. You will have homework assignments due most weeks. You will be expected to complete *Workbook* exercises and other written assignments designed to give you practice in working with the language. These exercises will be graded for effort and completion. See Canvas for due dates and instructions. Most homework will be turned in online, so students need to be proficient in scanning and uploading to Canvas.
- b. *Four “homework cuts” are available.* The four lowest or missing homework grades will be dropped.
- c. You must complete the exercises **without** consulting the work of other students, any workbook answer keys, or the English Bible. You **may and should** consult the textbook, handouts, and class notes freely as you do your homework.
- d. Read the instructions for each assignment carefully in order to know the details of the assignment and when the homework assignment is due.

3. Chapter Quizzes/Projects (30%):

- a. A quiz will be given for almost every chapter. Quizzes will focus on vocabulary and paradigms. The assignment details for each day will show students 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. Four of the missing or lowest quiz grades will be dropped from the final grade computation. Make-up quizzes will be possible only in extreme cases —otherwise an absence means a zero quiz grade that can count as one of the four drops.
 - d. Graduate students will complete two short syntax projects during the semester. Instructions and due dates will be given in a separate handout. Syntax projects count as two quiz grades and cannot be dropped.
 - e. ****Students should note that usually two chapters are covered in one week. This often means two quizzes per week. Plan accordingly.**
3. **Class participation and recitation (5%):** Learning a language is an active endeavor. During class you will be evaluated for participation and effort, not for perfection. You should come to class prepared to ask and answer questions, pronounce Greek words and phrases, and talk through any homework assignments. *Bring your workbook to class with you.*
4. **Exams (45%):**
- a. There will be two unit exams during the semester and a final exam during exam week (15% each).
 - 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 semester (or for Greek II, from the previous semester as well).
 - d. No make-up exams are allowed.
5. **Graduate Student work:** Because this is a bi-level class, graduate students should monitor Canvas closely and read the assignments and study guides carefully for notations for graduate students. Graduate students' work differs from undergraduates in that they are responsible for reading/studying the advanced material in the textbook, have different homework, and are responsible for different material on quizzes and exams. There are also two short syntax projects (see above under quizzes/projects) and there may also be times when graduate students meet with the professor separately from undergraduate students.

Course/Classroom Policies and Information

1. **In the Classroom: Learning to read a new language will take our time and attention.**
 - a. Be present, attentive, and prepared for class. Arrive on time and leave the classroom for emergencies only.
 - b. Silence all devices during class time and put away distractions (social media, games, etc.). Please only respond to emergency messages or calls.
 - c. 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.
 - d. 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 a language course. 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. Communicate with the professor to prepare for any known/planned absences. When you miss class, you will need to drop that day's quiz.
- c. *Be prompt to classes.* Additional time for quizzes will not be allowed if you are late for class.

3. ***Preparing for Class/Completing Assignments***

- a. Follow Canvas, the Syllabus, and other handouts carefully for daily assignments and course schedule.
 - b. When uploading assignments to Canvas, use scanned/PDF documents or Microsoft Word documents rather than JPEG or pictures.
 - c. Late homework 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.
 - d. I do not accept late quizzes. If you do not take a quiz the day it is due, it will count as one of your dropped grades.
 - e. ****Since this is a language course, the responsibility for assimilating the material rests largely with you as the student. Class time is designed for explanation, review, parsing, and translating, and the professor assumes you have worked carefully on the material *before coming to class*. Please take personal responsibility to work diligently on the language.**
 - f. Pay careful attention to the college's Academic Honesty policy. All work done in this course should be your own.
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 show signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.

- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
- Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all "live" (synchronous) class sessions

Important Note:

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.

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 answers for 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 like Word, Pages and Google Docs).
 - 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. When you do use such tools, always 1) cite the AI tool you are using and 2) keep your original product without the re-writing updates.
- 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. Always actually find the sources—AI often creates sources that do not exist.
- ****Honestly, for this class I would not use AI at all. I would not 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 a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

UNIT ONE SCHEDULE

Class Day	Date	Topic	Mounce Chapter
1a	T, 8/19	Introduction	Syllabus, Mounce, viii-xxvi
1b	Th, 8/21	Alphabet, pronunciation, etc.	ch 1-3
2a	T, 8/26	Punctuation, vocabulary	ch 4
2b	Th, 8/28	Introduction to nouns	ch 5
3a	T, 9/2	The article, Nominative & Accusative cases	ch 6
3b	Th, 9/4	Genitive & Dative cases	ch 7
4a	T, 9/9	Prepositions and εἶμι ("to be" verb)	ch 8
4b	Th, 9/11	Adjectives	ch 9
5a	T, 9/16	Review Unit 1	ch 1-9
5b	Th, 9/18	Unit 1 Exam	ch 1-9

UNIT TWO SCHEDULE

Class Day	Date	Topic	Mounce Chapter
6a	T, 9/23	Third declension, Part One	ch 10
6b	Th, 9/25	Third declension, Part Two	ch 10, 11
7a	T, 9/30	Personal Pronouns (1 st & 2 nd person)	ch 11
7b	Th, 10/2	αὐτός (3 rd person personal pronoun)	ch 12
8a	T, 10/7	Demonstrative Pronouns	ch 13
8b	Th, 10/9	Relative Pronoun	ch 14
October 13-17 Student Development Week, no class			
9a	T, 10/21	Catch up/Review	ch 10-14
9b	Th, 10/23	Unit Exam 2	ch 1-14 (ch 10-14)

UNIT THREE SCHEDULE

Class Day	Date	Topic	Mounce Chapter
10a	T, 10/28	Introduce Unit 3/Verbs	ch 15
10b	Th, 10/30	Present A Ind	ch 16
11a	T, 11/4	Contract Verbs	ch 17
11b	Th, 11/6	Pres M/P Ind	ch 18
12a	T, 11/11	Fut A/M Ind	ch 19
12b	Th, 11/13	Verb Roots & Principal Parts (pt 1)	Handouts (skip Mounce ch 20)
13a	T, 11/18	Verb Roots & Principal Parts (pt 2)	Handouts (skip Mounce ch 20)
13b	Th, 11/20	Review ch 15-19/Preview ch 20	ch 15-19, 20
Nov 24-28 Thanksgiving Break—No classes			
14a	T, 12/2	Translate & Review Nouns, Prep, Adj, Pronouns	ch 1-14
14b	Th, 12/4	Translate & Review Verbs	ch 15-20
15	Tu 12/9	Final Exam Final Exam Week December 9-12	ch 1-20 (ch 15-20)

Addendum One:

Supplemental Course Information

A. Assignment Preparation

A Greek student should expect to spend a significant amount of time on class preparation (4-7 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 a 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*** words and 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. BETTER: 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.