



Course Syllabus

GRK 501 L1

Greek I

Fall 2026

Class Information

Day and Time: Tuesday / Thursday, 3:15–4:30 pm

Room Number: E208

Contact Information

Instructor Name: Dr. Bethany J. Grainger

Instructor Email: bgrainger@criswell.edu

Instructor Phone: N/A

Instructor Office Hours: [N/A](#)

Course Description and Prerequisites

[An advanced introduction to the basic Greek grammar in the New Testament.](#)

Course Objectives

This course has five aims:

- to equip you with a detailed knowledge of the basic elements of New Testament Greek grammar and vocabulary to engage the original language of the biblical text instead of simply relying on English (or other) translations and to begin understanding translation decisions;
- to encourage you to interact with and think critically about academic works and commentaries that contain interaction with Greek;
- to engage with the language and milieu of the New Testament authors through learning Koine Greek, one of the main languages of the Greco-Roman world;
- to, by virtue of sustained effort, develop personal and academic discipline through the regular study and memorization of the Koine Greek language; and
- to develop the foundational knowledge of Koine Greek needed to facilitate a solid biblical theology grounded in New Testament exegesis.

On completion of this course, students should be able to:

- demonstrate a basic working knowledge of Greek morphology and grammatical structures from Mounce's Basics of Biblical Greek Grammar chapters 1–19.
- recognize and read a basic vocabulary of the most frequently occurring Greek words in the New Testament (words occurring from more than 500x–46x).
- translate simple Greek sentences.
- identify standard grammatical and lexical reference works for Koine Greek for the purpose of exegesis.

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. Bruce M. Metzger, *Lexical Aids for Students of New Testament Greek*, 3rd Edition (Baker Academic, 1998). ISBN 9780801021800.
4. The professor will post additional resources on Canvas that will be required reading alongside your textbooks: study guides, handouts, etc.

Course Requirements and Assignments

1. Quizzes (30%): The student will take eighteen quizzes throughout the semester (six quizzes per unit). The quizzes will be over Mounce's chapter content and Metzger's vocabulary lists. The lowest three quiz grades will be dropped. Each quiz will be worth 2% of the student's final grade. **Some weeks will have two quizzes. Check the course schedule and plan accordingly.** Quizzes will be administered promptly at the start of each class session and students will have 10 minutes to complete each one. No additional time will be given on a quiz for tardy attendance. No make-up quizzes will be allowed. If a student is absent on a quiz day, this means a zero-quiz grade and can count as one of the student's three drops.
2. Syntax/Translation Project (5%): Graduate students will complete a short syntax / translation project during the semester. Instructions and due dates will be given in a separate handout.
3. Exams (45%): The student will take three in-class exams (two unit exams during the semester and a final exam during exam week). Each exam will be worth 15% of the student's final grade. 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. No make-up/late exams are allowed.
4. In-Class Participation (20%): Students will be asked to participate in in-class activities such as translation, parsing, pronouncing Greek words and phrases, reciting vocabulary, workbook activities, and others. Participation will be evaluated for involvement and effort, not for perfection. Students should bring their textbooks to class, pay close attention, ask questions, participate in group exercises, and come prepared to parse and translate. Students who are absent will not receive credit for that day's participation.

Graduate students will be responsible for the "Additional" sections in Mounce's *Workbook* for in-class participation.

5. Graduate Student Work: Because this is a bi-level class, graduate students' work differs from undergraduates in that they are responsible for reading/studying advanced material in the textbook, have different homework, and are responsible for different material on quizzes and

exams. Graduate students will be responsible for the “Additional” sections in Mounce’s *Workbook* and have short syntax/translation project.

Course/Classroom Policies and Information

Technology Policy

Students are not allowed to use technology (laptops, tablets, phones, etc.) in my classroom. Students should silence these devices and put them away during class time. Please only respond to emergency messages or calls.

Course Policy on the use of Artificial Intelligence (AI)

AI may not be used for any stage of an assignment including research, brainstorming, outlining, editing, writing or for any other purpose. Any submitted work assessed as generated by AI violates the standard of academic integrity.

Spellcheck and grammar checks built into word-processing software like Word, pages, and Google Docs is permissible.

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 instead of using AI to replace important steps in your development.

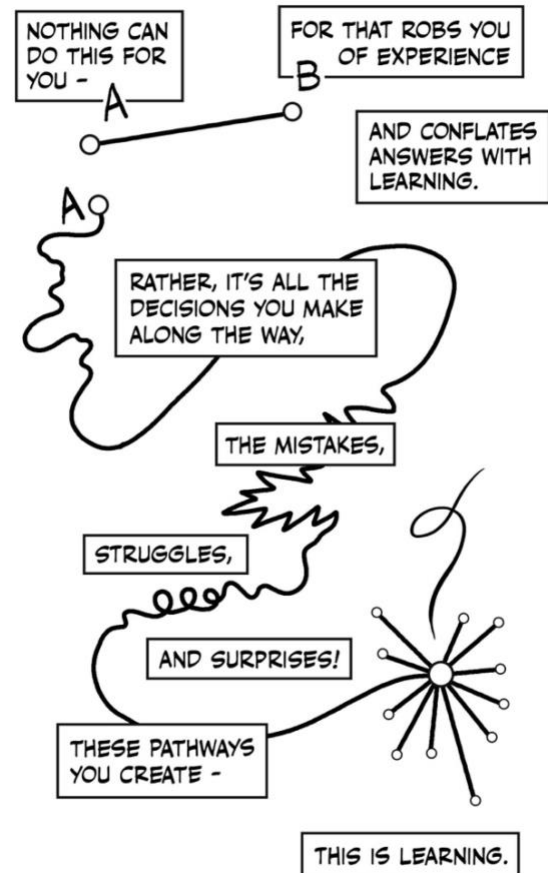
Video Recording

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](#).



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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.

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 1 Schedule

Calendar		Class Agenda	Mounce Reading	Metzger Vocabulary	Assignment Due
Week 1	T, 8/18	Introduction; Syllabus; Alphabet and Pronunciation	--	--	--
	Th, 8/20	Punctuation	Read Syllabus viii–xxv, Ch 1–3	--	Quiz 1
Week 2	T, 8/25	Intro to Nouns; Nominative & Accusative Cases; Article	Ch 4	More than 500x	Quiz 2
	Th, 8/27	Genitive & Dative Cases	Ch 5–6		Quiz 3
Week 3	T, 9/1	Noun Review	Ch 7	201–500x	Quiz 4
	Th, 9/3	Prepositions & εἰμί ("to be" Verbs)	Review Ch 5–7		
Week 4	T, 9/8	Adjectives	Ch 8	151–200x	Quiz 5
	Th, 9/10	Prepositions, εἰμί, & Adjectives Review	Ch 9		Quiz 6
Week 5	T, 9/15	Review Unit 1	Ch 1–9		
	Th, 9/17	Unit 1 Exam	Review Ch 1–9	151–More than 500x	Exam 1

Unit 2 Schedule

Calendar		Class Agenda	Mounce Reading	Metzger Vocabulary	Assignment Due
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Week 6	T, 9/22	Third Declension	--		
	Th, 9/24	Personal Pronouns (1 st & 2 nd person)	Ch 10; 11.11–11.15	121–150x	Quiz 7
Week 7	T, 9/29	Personal Pronouns (3 rd person); αὐτός	Ch 11	101–120x	Quiz 8
	Th, 10/1	Personal Pronoun Review	Ch 12		Quiz 9
Week 8	T, 10/6	Demonstrative Pronouns / Adjectives; Vocative	Review Ch 10–12	91–100x;	Quiz 10
	Th, 10/8	NO CLASS	--	--	--
Week 9	T, 10/13	Relative Pronouns	Ch 13	81–90x	Quiz 11
	Th, 10/15	Demonstrative & Relative Pronoun Review	Ch 14		Quiz 12
Week 10	T, 10/20	Review Unit 2	Review Ch 13–14		
	Th, 10/22	Unit 2 Exam	Review Ch 10–14	81–150x; all vocab from Unit 1	Exam 2

Unit 3 Schedule

Calendar		Class Agenda	Mounce Reading	Metzger Vocabulary	Assignment Due
Week 11	T, 10/27	Intro to Verbs; Present Active Indicative	--		
	Th, 10/29	Present Active Indicative Review	Ch 15–16	71–80x	Quiz 14
Week 12	T, 11/3	Contract Verbs	Review Ch 15–16		
	Th, 11/5	Contract Verbs Review	Ch 17	61–70x	Quiz 15
Week 13	T, 11/10	Present Middle / Passive Indicative	Review Ch 17		

	Th, 11/12	Present Middle / Passive Indicative Review	Ch 18	56–60x	Quiz 16
Week 14	T, 11/17	Future Active and Middle Indicative	Review Ch 18		
	Th, 11/19	Future Active and Middle Indicative Review	Ch 19	50–55x	Quiz 17
Fall / Thanksgiving Break Nov 23–27—No Classes					
Week 15	T, 12/1	Review	Ch 1–14	46–49x	Quiz 18
	Th, 12/3	Review	Ch 15–19		
Week 16: Finals Week	T, 12/8	Final Exam	Ch 1–19	46–80x; all vocab from Unit 1 & 2	Final Exam
	Th, 12/10	--	--	--	--