GRK 201
Introduction to Greek Reading I
(3 credits)
Fall 2025

Instructor's Information: TBD
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Course Description: In this course you be blessed with an introduction to Greek reading focusing on forms, syntax, acquisition of frequently used vocabulary, and early exposure to original Greek texts apart from the New Testament.

Prerequisites: Permission from instructor.

GRK 201 Introduction to Greek Reading I

Student Learning Goals

By the end of this course, students will be able to:

Analyze and Apply Greek Morphology and Syntax

- Recognize and accurately identify forms of nouns, verbs, adjectives, and other parts of speech in original Greek texts.
- Understand and interpret grammatical constructions, including participles, subordinate clauses, and common syntactical patterns.
- Apply knowledge of syntax to support accurate translation and interpretation.

Acquire and Retain Frequently Used Greek Vocabulary

- Learn and demonstrate proficiency with a core vocabulary of 300–400 high-frequency Greek words, with a focus on classical and Hellenistic (non-NT) usage.
- Employ morphological and contextual strategies to infer meanings of unfamiliar vocabulary in reading passages.

Translate and Interpret Original Greek Texts (non-NT)

- Translate adapted and introductory-level original texts from authors such as Xenophon, Plato, or Lysias, moving toward greater fluency and accuracy.
- Justify translation choices by referring to lexical, grammatical, and syntactical evidence.

Develop Reading Comprehension Strategies

- Read short passages of connected Greek prose with growing independence, minimizing reliance on parsing tools or interlinear translations.
- Begin reading Greek aloud with attention to pronunciation, phrasing, and meaning as tools for comprehension.

Connect Language Study to Broader Classical and Christian Contexts

- Demonstrate an introductory understanding of the cultural, historical, and literary contexts of selected Greek texts.
- Reflect on the value of studying the Greek language as part of a classical Christian education and its relevance to biblical, theological, and cultural studies.

Mission of ACU:

Arizona Christian University provides a biblically integrated, liberal arts education equipping graduates to serve the Lord Jesus Christ in all aspects of life, as leaders of influence and excellence.

Students will have the benefit of learning Latin, although considered a "dead language. It is effective to understand as a root of many other languages and used in the Legal and Medical fields.

Texts and Resources:

The resources below are important for your success in this class. Learning occurs both in and out of the classroom and so having access to the required resources will allow you to keep up in class. If you have any questions or difficulties in finding a text, please let me know.

Required Texts/Equipment:

- **Text 1**: **(Required)** Greek Grammar
- **Author/s**: Herbert Weir Smyth
- **Publisher**: Harvard Press - ISBN-10-1781394210, ISBN-139781781394212

- **Text 2**: **(Required)** Introduction to Attic Greek – 2nd Edition
- **Author/s**: Donald J. Mastronarde
- **Publisher** University of California Press – ISBN 10-0520275713 or ISBN 13-97805020275713

- **Text 3: (Required)** Greek Frequency Dictionary – Essential Vocabulary – Common Greek Words
- **Author**: MostUsedWords.com & Dimitra Andrikou
- **Publisher**: MostUsedWords.com – ISBN – 10-9492637314 or ISBN 13-978-9492637314

Course Schedule:
Important dates such as deadlines on withdrawal and when holidays are can be found at https://www.arizonachristian.edu/wp-content/uploads/2023/03/2023-2024-Academic-Calendar-Approved-v.1.pdf

WEEK	PREPARE BEFORE CLASS	CLASSROOM ACTIVITY	ASSIGNMENTS
0			*Read the Syllabus/Purchase Books if needed, 3 for this class*
1	Review Greek alphabet, accents, pronunciation (IAG §§1–3)	Diagnostic review quiz; Greek alphabet, syllabification, accent rules	Memorizing alphabet and accent types; Pronunciation practice, Quiz 1
2	Review definite article; 1st & 2nd declension nouns (IAG §§4–6); Smyth §§222–249	Noun parsing drills; Reading simple noun phrases	Verb drills; Translation exercise: simple sentences
3	Present active indicative; thematic verb endings (IAG §7); Smyth §§362–384	Parsing and conjugating present active verbs; Translation drills	Verb drills; Translation exercise: simple sentences
4	Personal & demonstrative pronouns (IAG §§8–9); Smyth §§1250–1290	Translate sentences with pronouns; Pronoun placement and emphasis	Quiz 2 (verbs & pronouns); Short translation with analysis
5	Adjectives, agreement, and 3rd declension intro (IAG §§10–11)	Practice reading noun + adjective phrases; Begin participle identification	Parsing worksheet; Vocab quiz 2 (adjectives/pronouns)
6	Present middle/passive & εἰμί (IAG §12); Smyth §§471–480	Syntax and usage of εἰμί; Short reading sentences w/ linking verbs	Quiz 3 (middle/passive forms); Composition: translate to Greek
7	Start *Anabasis* 1.1.1 (provided by instructor or in reader); Vocab prep	Guided translation: Xenophon 1.1.1; Focus on subject-verb-object structure	Reading assignment: Anabasis 1.1.2–1.1.3
8	Review tenses: future & aorist active (IAG §§13–14); Smyth §§554–580	Tense and aspect review; Translate Anabasis 1.1.2–3	Verb principal parts quiz; Reading response journal
9	Midterm exam review; Vocabulary consolidation	Midterm grammar & translation review; Student-led sentence analysis	**Midterm Exam** (Grammar, vocab, translation)
10	Aorist & imperfect middle/passive (IAG §15); Smyth §§687–698	Translation drills in middle/passive; Start *Anabasis* 1.2.1–2	Quiz 4 (tense identification); Vocabulary quiz 3
11	Participles: present & aorist (IAG §§16–17); Smyth §§2000–2050	Recognizing and translating participles; participial phrases	Parsing worksheet: participles; Composition sentences
12	Genitive absolute, supplementary participles (IAG §18); Smyth §§2070–2080	Reading: *Anabasis* 1.2.3–4; Syntax of participial clauses	Quiz 5 (participles & participial phrases); Reading journal
13	Conditional sentences (IAG §19); Smyth §§2290–2319	Translate simple and contrary-to-fact conditionals	Worksheet: conditional construction drills
14	Read Plato: *Apology* 17a–c (simplified); Intro to philosophical vocabulary	Translation and discussion of Socratic style; Syntax review	Vocabulary Quiz 6 (philosophical terms); Short essay: meaning in translation
15	Review of forms, syntax, and vocabulary; Prepare final translation passage	Practice sight-reading; Discussion of strategies for unseen texts	Final review packet due; Peer translation review
16	Final grammar and reading review	**Final Exam** (sight translation, parsing, vocabulary, short analysis)	Final Exam Due

Course Assessment:

2 Verbal Drills – In-Person or Online- 5 pts. Ea.	10%
6 Quizzes - In Person or Online - 8 pts. Ea.	48%
Midterm – In Person or Online – 12 pts.	12%
Final examination - In Person or Online – 30 pts.	30%

GRADES	GRADING SCALE %	GRADE POINTS
A	**90%-100%**	**4 points**
B	**80%-89%**	**3 points**
C	**70%-79%**	**2 points**
D	**60%-69%**	**1 point**
F	**Below 60%**	**0 points**

A = 90-100

Excellent: Everything in the Superior category, but showing additional capacity for original thought, outstanding writing skills, and an ability to relate to wider contexts and issues.

B = 80-89

Good to very good: Displays substantial grasp of relevant issues, as well as the ability to analyze and apply these issues.

C = 70-79

Satisfactory: Work that meets basic requirements in all the relevant areas but does not go much beyond this.

D = 60-69

Below average: Work at this level does not meet minimum requirements.

F = 59 or below

Not acceptable: Work was not completed according to the assignment or at all.

Note: "A" does not mean "average.

Late Work:

1. Any late work submitted will be marked down 10% per day.

2. Students may not submit any assignments or papers, which were assigned during the first part of the semester **after Friday of Week 8**.

3. All assignments, quizzes, papers, and exams assigned during the second half of the semester must be completed **and submitted by the Friday of Week 15** of class to receive credit.

Expectations for students and faculty:
Campus policies for students can be found at Student Handbook; the ACU catalog can be found at ACU Catalog.

Attendance:
My goal is to foster your growth as an academic scholar. However, it is essential that you take stewardship of your education. Your feedback and participation are important to me and to your classmates. Make sure you attend class on time and are ready to participate in the tasks assigned for the session.

A student may miss up to two weeks' worth of classes during a semester (for classes that meet 2x per week up to four classes can be missed in the term; for classes that meet once a week, two classes can be missed in a term). If a student misses between two-three weeks of class, her final grade may be deducted by one letter. If the student misses more than three weeks' worth of classes during a semester (for classes that meet 2x per week, that is more than six classes), the student may fail the course.

There are no excused or unexcused absences; the two weeks' worth of absences is yours to use wisely. If you are struggling with attendance, then please contact me so that we can discuss options such as incomplete or withdrawal.

If you are absent for a University Sanctioned Event, then the absence is not counted towards the above totals. Note, you are responsible though for making up all the work you miss when gone. I encourage you to work with your classmates on getting notes and other important information you may have missed. Contact me for procedures to make up any in-class assignments.

Academic Integrity:
We want you to learn and grow to become men and women of integrity and excellence. To that end all assignments in this class are expected to be done in a way that is honest and reflects your effort and understanding. It can be confusing to know what is allowed or not allowed on an assignment. Here are some general guidelines, more specific instructions will be included with assignments.

Citation: Any assignment (for example a power point, speech, discussion post, paper, etc.) should be cited accurately in a way appropriate for the type of assignment.

Working with others: Sometimes you will be encouraged to work in groups to complete an assessment, other times you will be asked to work alone. In general, while you should work with your classmates to learn material, assessments should be completed by yourself unless otherwise stated.

Use of technology and artificial intelligence: There are several ways that technology and artificial intelligence can be used to enhance our learning and productivity. Sometimes I will encourage you to use technology in the completion of an assignment. Other times use of technology, such as having a chatbot generate part of a paper, will be forbidden as it will be important to see you work through the process without those aids. It is considered academically dishonest to use technology that is ruled out by the assignment.

New work: It is assumed that the work you do for the class is new and has not been submitted in another class. If you do want to use work that you created for another class in the current class, please speak with me first and get permission. I likely will ask that you significantly revise or expand on previous work. It is considered academically dishonest to submit a work for credit in multiple classes.

Consequences: If I determine that academic dishonesty has occurred, I will contact you directly about it. Potential consequences include having to redo the assignment to receive credit or receiving no credit on the assignment. If needed, I may refer the incident to the dean or vice president of academic affairs for further action.

Use of technology in the classroom:
Tech Support Services
For Populi support, please email populi@arizonachristian.edu
For Canvas support, please email canvas@arizonachristian.edu
For help with any other IT concerns, please email IThelpdesk@arizonachristan.edu

Read about Netiquette Expectations

Semester Dates:
Please review the current Campus Calendar for important dates, including the following:
1. Withdrawal deadlines
2. Tuition Refund Policies
3. Academic Symposium
4. Finals Schedule (Students are required to attend all classes, even during finals week.)

Accommodation and Special Needs:

Your instructor is willing to make any reasonable adaptations for limitations due to any disability, including a learning disability, in keeping with ACU policies and the Student Handbook. Any student with documented certifiable special needs should contact the office of the Associate Director of Academic Services on campus, and they will inform your instructor of the proper accommodation you require. If you have a special need, even on a temporary basis, it is your responsibility to contact this office as soon as possible to disclose your disability information and discuss your accommodation needs. Students are required to make their requests in writing using the Accommodation Request and Documentation Form and document their disability in accordance with ACU policies and procedures. Documentation of the disability must be current (not older than 1 year) and provided by a qualified healthcare professional such as a diagnosing or current physician, psychiatrist or psychologist. It must comply with the requirements for documentation outlined on the Accommodation Request and Documentation Form. Accommodation is not retroactive. ACU reserves the right to verify all professional documentation and determine reasonable accommodation for any disability, including a learning disability. Please see the Student Handbook for current detailed information regarding accommodation and special needs.

Final Note:

We need to be flexible as items outside our control or anticipation can change the best way to move through the material. This syllabus is subject to modification, and I will communicate with you any changes that occur. In addition, I will use my best judgement in evaluating exceptional cases with regards to assigning grades and implementing these policies.