GRK 202
Introduction to Greek Reading II
(4 credits)
Fall 2025

Instructor's Information: TBD
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Course Description: In this course you be blessed a continuation of Greek reading focusing on forms, syntax, acquisition of frequently used vocabulary, and early exposure to original Greek texts apart from the New Testament.
Prerequisites: GRK 201 and/or Permission from instructor.

GRK 202 Introduction to Greek Reading II

Student Learning Goals

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

Demonstrate Proficiency in Greek Morphology and Syntax

Students will strengthen their understanding of Greek grammar, including noun/adjective declensions, verb conjugations, and complex syntactical structures, enabling them to read and analyze Greek texts with increasing independence and accuracy.

Expand Recognition and Use of Frequently Occurring Greek Vocabulary

Students will acquire and retain a working vocabulary of the most used words in Greek literature, with an emphasis on high-frequency words outside the New Testament corpus, facilitating more fluid reading and comprehension.

Read and Comprehend Unadapted Greek Texts Beyond the New Testament

Students will begin to read selections from original (non-biblical) Greek texts—such as early

Christian writings, Hellenistic literature, or classical excerpts—applying linguistic knowledge to understand meaning within historical and literary context.

Develop Translation Skills with Increased Precision and Nuance

Students will practice translating Greek passages into clear and accurate English, with attention to grammatical detail, lexical choices, and the stylistic features of the original texts.

Cultivate Skills for Independent Exegesis and Theological Reflection

By engaging with a broader corpus of Greek texts, students will enhance their ability to exegete passages for academic and ministry purposes, reflecting on how the language and structure of Greek inform theological understanding.

Integrate Greek Study with a Christ-Centered Worldview

Students will approach the study of Greek language and literature to deepen their faith, appreciate the historical richness of Christian and classical texts, and prepare for future service in ministry, scholarship, or teaching away from Arizona Christian University.

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 Greek, although considered a “dead language. It is effective to understand many academic areas of the students that they come forward with.

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)** Primer of Greek Grammar
- **Author/s**: Evelyn Abbot, E.D. Mansfield, Edward Deering
- **Publisher**: Bristol Classical Press - ISBN-10-0715612581, ISBN-13-978715612583

- **Text 2**: **(Required)** A Lexicon Abridged from Greek English Lexicon
- **Author/s**: George George Lindell & Robert Scott
- **Publisher**: Martino Fine Books

- **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 key paradigms of noun/adjective declensions and verb conjugations in *Primer of Greek Grammar*. Review how to navigate Liddell & Scott Abridged.	Diagnostic quiz parsing forms; guided tutorial on lexicon lookup; group review of quick paradigms.	Write out 10 noun/adjective and 10 verb forms with definitions. Quiz on select paradigms.
2	Read a short non-NT Greek excerpt (e.g., from Xenophon) and lookup unfamiliar words using the lexicon.	Group parsing & vocabulary discussion; targeted grammar review.	Translate the excerpt; compile vocabulary list (forms + glosses).
3	Study participial constructions in *Primer* and preview next reading passage.	Interactive grammar exercises on participles; class parse & translate of the passage.	Translate passage; note participle usage; complete grammar practice.
4	Preview new Greek text; focus on identifying new vocabulary and challenging syntax.	Vocabulary-building activity; syntax analysis in pairs; whole-class translation.	Vocabulary journal (15 words); independent translation.
5	Study indirect discourse and reported speech in grammar text; preview larger passage.	Syntax drilling in class; parse selected sentences; translation in groups.	Write translation; highlight indirect discourse examples; grammar exercise.

6	Read a longer non-NT selection (e.g., Herodotus or early church fathers); look up high-frequency words	Oral reading, comprehension discussion, focus on vocabulary patterns.	Vocabulary journal (20 words); translate passage; self-assessment quiz
7	Review infinitive and subjunctive uses via *Primer*; preview assigned reading.	Group analysis of complex syntax; in-class grammar review; translate collaboratively.	Translation write-up; note infinitive/subjunctive structures.
8	Prepare for midterm: review all readings, vocabulary, and grammar notes.	Midterm Exam: parsing, translation, grammar, vocabulary.	Create a personalized midterm review sheet.
9	Review returned midterms; identify patterns of error; preview new text.	In-class discussion of common mistakes; targeted grammar mini-lecture; translation practice.	**Midterm Exam:** Write a reflection paragraph "What I learned and will improve"; correct errors.
10	Preview Greek text rich in participles or conditional clauses; consult grammar text.	Parse and analyze syntax; peer-teaching of challenging points; class translation	Translate passage; grammar notes; spotlight conditional/participial structures.
11	Preview text full of new or repeated vocabulary; prepare a "vocab cluster" set	"Vocabulary Vizier" activity: students teach clusters using the lexicon; class translation.	Submit vocabulary clusters; translate and comment on usage.
12	Study genitive absolute and other advanced syntax in grammar; preview reading.	Syntax-focused drills; analyze these structures in context; translation practice.	Translation; grammar exercises; note occurrences of genitive absolute.
13	Read substantial non-NT Greek piece (e.g., from Lucian or Apollonius); note literary features.	Discussion on style, structure, and context; group translation; interpretive dialogue.	Translation with a short commentary (~100 words) on style and syntax.
14	Review all vocabulary lists; focus on high-frequency, recurring words.	Cumulative vocabulary quiz; class games (e.g., "anon-Greek bingo"); translation of mini-passage.	Final vocabulary log; translate new mini-passage.
15	Prepare final assignment text; review all challenging grammar points.	Full-class reading of the final Greek passage; group-based translation and analysis.	Final translation submission; vocabulary list; brief reflection on progression.
16	Study for final exam; revisit notes from *Primer* and vocabulary journal.	Final Exam: translation, grammar identification, vocabulary, plus a reflective question integrating faith/worldview engagement.)	Submit final exam; optional: a personal reflection on learning gains and future goals in Greek.

Course Assessment:

7 Translations – In-Person or Online- 5 pts. Ea.	35%
1 Quizzes - In Person or Online - 10 pts. Ea.	10%
Midterm – In Person or Online – 12 pts.	25%
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.