



CENTER FOR
DISTANCE EDUCATION
IN BIBLE AND MINISTRY
AT HARDING UNIVERSITY

Harding University
GRK 1010.OL1 (3 hrs)
Elementary Greek I
Aug. 24–Dec. 18, 2020

Instructor Information

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Office hours: Mon.–Fri. 10:00-12:00

Preferred method of contact: Email is the best first point of contact, and I normally respond within one business day, if not sooner. If we need a phone conference, we can set an appointment to make sure that I do not have a meeting with someone else at the same time. Of course, you are welcome to call the office during office hours. The cell number should be used for emergencies, such as having trouble connecting with Zoom during class time.

Harding University's Mission:

Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.

University Level Student Learning Outcomes (ULOs)

Harding University has student learning outcomes that are expectations of learning across the liberal arts curriculum. Click [here](#) to see the ULOs on Harding's Assessment webpage. This class focuses on ULO1 Biblical Knowledge and Application as its primary university-level learning outcome:

ULO 1: Students will demonstrate an understanding of biblical content and interpretation and their applications in ethical decision-making.

College of Bible and Ministry Mission Statement

The College of Bible and Ministry of Harding University seeks to lead all students to know, live, and share God's Word and to understand, love, and serve God's world through and beyond their chosen vocation.

Catalog Course Description and Rationale

Grammar and syntax of the Greek New Testament with emphasis on basic inflections and vocabulary. Five class periods per week.

This course is the first in a series of three semesters of Greek that satisfy the biblical language requirement for majors in the College of Bible and Ministry.

College of Bible and Ministry Level Student Learning Outcomes (COBAM/SLOs)

The student learning outcomes for the College of Bible and Ministry are as follows:

1. Students will demonstrate knowledge of the content and contexts of Scripture.
2. Students will express appreciation for the values of Jesus as reflected in Christian Scripture.
3. Students will demonstrate skills in sharing God's Word.
4. Students will analyze major challenges facing a diverse world from a Christian perspective.
5. Students will exhibit skills for holistic ministry which contribute to the mission of God's Spirit in the world.
6. Students will serve in ways that reflect Christian values and demonstrate skills for competent church ministry and/or for graduate study in related fields.

Course Level Student Learning Outcomes (CLOs)

The learning outcomes for this class all relate to departmental SLOs 1 and 6:

1. Students will be able to pronounce Greek words consistently and recognize them upon hearing them.
2. Students will know the meaning of over 200 Greek words.
3. Students will recognize the basic forms of Greek verbs, nouns, and adjectives.
4. Students will explain the elementary grammar and syntax of Greek verbs, nouns, and adjectives.
5. Students will translate simple sentences from Greek to English.
6. Students will apply their growing knowledge of Greek to interpret the biblical text.

Course Materials

Croy, N. Clayton. *A Primer of Biblical Greek*. Grand Rapids: Eerdmans, 2011.

ISBN: 0802867332. (Required)

Piotrowski, Nicholas G. *Pocket Paradigms for Biblical Greek*. Wipf and Stock, 2017.

ISBN: 9781532601170. (Recommended)

Students may purchase textbooks at the HU bookstore at the following link:

<http://hubookstore.harding.edu/SelectTermDept.aspx>. Students should have access to online purchasing of course resources through Pipeline. The textbooks may be purchased through the Harding Bookstore or other vendors as long as they are the same as the books listed in this syllabus.

Don't forget: *It is the student's responsibility to know, study, and be prepared to quiz and test over all books and online material.*

Assessment

This class will consist of the following assignments and assessments:

Homework Completion = 20%

15 Weekly Exams = 80%

The grade book will be kept online so that students may view their scores at any time on Canvas under the "Grades" tab on the left side. Midterm and Final course grades will be posted on Pipeline. Grades will not be posted elsewhere.

Assignments

Homework (20%)

Students will submit homework to Canvas according to the schedule below as a PDF document.

Handwritten work may be scanned or photographed and submitted as long as it is neatly done and images are clear. Late homework will be penalized 10% per day.

Do not simply copy translations from an answer key, since that would not help you learn Greek and would also be a violation of academic integrity. If, after you have wrestled with a sentence, you wish to verify or correct using an answer key, that is permitted.

Weekly Exams (80%)

Regular review and steady progress are essential for success in Greek. Each week students will complete an exam after the web conference session. These exams will be comprehensive, including all previous vocabulary, paradigms, and grammar lessons. These exams will be administered online through Canvas. In order to ensure academic integrity, students will be required to use Proctorio, a test proctoring program provided by Harding. Late exams are not accepted without a valid excuse.

Class Participation

Live web conference sessions via ZOOM will be used to answer lingering questions and make final preparations for each week's exam. Students should actively participate in the web conference sessions by answering questions correctly as well as asking good questions. Three unexcused absences will constitute grounds for being dropped from the course.

Participation in class comprises the heart of online learning. All students are expected to participate in the discussions in addition to the quizzes and exams. When students refrain from contributing to the class discussion, they not only learn less, but their grade also reflects their absence. Make sure you budget enough time this semester to join in the discussions and group activities.

In alignment with face-to-face attendance policies, any student who misses more than 20% of class discussions and/or quizzes (equal to three weeks/modules) will be dropped from the course with a WF (withdraw-fail). WFs appear on student transcripts, which becomes a permanent part of the student records. If a student falls behind, it would be better to drop the course than to receive a WF.

Also, for us to have a pleasant learning experience, we must have a certain culture in our discussions. Please read over the online etiquette. We must commit to respectful treatment of each post, remembering that although the course is online, the person submitting the post has flesh and blood and real feelings. Additionally, keep in mind that your posts become part of the history of this course. I would refrain from saying anything that you would not want to be held against you in the future.

Grading

A = 90-100

B = 80-89

C = 70-69

D = 60-69

F = 0-59

Time Management Expectations

In on-ground classes, for every hour spent in the classroom, the typical student should expect to spend at least two clock hours problem-solving, reading, reviewing, organizing notes, preparing for coming exams/quizzes, and other activities that enhance learning. Language courses, however, often require more time. You should expect to spend at least 9 hours per week working on Greek outside of web conference sessions.

Grievance Procedures

If a student has a grievance, discuss this with the instructor. If that discussion does not suffice, contact Tim Westbrook at the Center for Distance Education in Bible and Ministry (501) 279-5290.

Required Technology

See [Center for Distance Education in Bible & Ministry: Technical Requirements](#)

Minimum Technical Skills

Enrolled students should be able to use the Canvas learning management system; electronic email with file attachments; Microsoft Word, Excel, PowerPoint or similar software; be skilled at downloading and installing software; and be familiar with Internet search engines such as Google.

Canvas, Internet or Technology Outage Policy:

As an online learner, you must be able to manage technical difficulties, as power outages, connection problems, and other technical issues are always a possibility. Technology will sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

Canvas privacy link: <https://www.canvaslms.com/policies/privacy>

Instructor: If your instructor experiences a power outage, Internet service outage, LMS (Canvas), or other technical issues that significantly affect the timing of online assignments, grading assignments, or significantly interferes with the instructor/student communication channel, adjustments to due dates will be made.

Student: Students may contact the Canvas Help Desk M - F, 8 a.m. to 5 p.m. at (501)-279-4938 or via email at elarning@harding.edu.

If you experience a power outage, Internet service outage, LMS (Canvas), or other technical issues, you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and a working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

Drop/Add Dates

Please see Pipeline or contact the Registrar's office (registrar@harding.edu) for the drop/add refund schedule.

Student Support

The academic support team is available to help students with a variety of services such as advising, study help, multicultural services, and career services. Click [here](#) for more information.

Students with Disabilities

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a **documented disability** condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the *beginning* of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access **as soon as possible** in order to put academic accommodations in place for the remainder of the semester.

The Office of Disability Services and Educational Access is located in Room 226 in the Student Center on the Harding University Searcy campus. Since some courses are taught at different sites and students may not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-5702) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at <https://www.harding.edu/student-life/disabilityservices>. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. If you have questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Accessibility

This course will be facilitated using Canvas, the Learning Management System used by Harding University. [Canvas ADA Compliance Information](#)

Academic Integrity

A key component of online education is the integrity of the students. Harding University and the instructor assume the students will not engage in dishonest activity while taking this course. Copying another person's work and claiming it as your own is cheating and unethical, this includes recycling old papers or rewording online articles. The student must answer all written responses with his or her own words. Quotations from other sources must be documented appropriately and kept at a minimum.

Below is the official academic integrity statement from the university:

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

In the event that cheating or plagiarism occurs, I will be forced to initiate a misconduct report and implement one of the following sanctions (as per the university catalog):

Class A Sanctions (Course Level)

1. Repeating of the assignment or completion of an additional assignment, with possibly less credit awarded in either case.
2. Lowering of the grade on the test or assignment, possibly to "F" or zero.
3. Lowering of the grade for the course, possibly to "F."
4. Immediate removal from the course with either a "W" or an "F" placed on the transcript.

If I discover plagiarism or cheating, the guilty or suspected student will not need to provide me with a defense. I will submit a misconduct report to Academic Affairs and notify the student. Each student has the right to appeal the report with Academic Affairs, but I will not tolerate cheating or plagiarism at all at the course level. Although I will file a report, I will decide which sanction to use based on the severity of the offense.

A good rule of thumb: do not cheat or plagiarize! If you have any questions about what that means, consult the catalog under "Ethical Standards" and "Academic Integrity Policy."

University Assessment Statement

Assessment: Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration,

faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units. Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement of holistic university learning outcomes. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. Additionally, a holistic assessment of student achievement of university learning outcomes is coordinated by the university Director of Assessment used to spur continuous improvement of teaching and learning.

Course Outline

Reading Schedule & Due Dates

Weekly Model

The typical “week” for this course will run from Wednesday through Tuesday.

- Wednesday-Friday: watch course videos, read and study chapter, memorize vocabulary and assigned paradigms
- Saturday: homework assignment part A is due by 11:59 p.m. (If you choose to complete all of your homework by this date, you may scan the entire homework set as one PDF and submit that same file for both part A and part B.)
- Monday: homework assignment part B is due by 5:00 p.m.; ZOOM webconference 7:00-9:00 p.m.
- Tuesday-Wednesday: weekly comprehensive exam on Canvas is due by 11:59 p.m. each Wednesday

Module 1 (Aug. 24-26): Tools and Resources for Mastering Greek

- See Module 1 on Canvas for bibliography, charts, websites, and other tools to refer to throughout the semester.
- Monday, Aug. 24: First ZOOM webconference (7:00-9:00 p.m.)—learn to use ZOOM interface; mapping of course goals, assignments, and tests; introduction to koine Greek
- Wednesday, Aug. 26: Exam 1 (Due by 11:59 p.m)

Module 2 (Aug. 26-Sep 2): Croy, Lessons 1-2: Alphabet, Pronunciation, Present Active Indicative Verb, Present Active Infinitive

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 2; practice Greek pronunciation along with the videos
 - Study in detail Lessons 1 & 2 in Croy
 - Memorize:
 - §1 Lowercase Greek alphabet and the pronunciation of each letter
 - §2 Pronunciation of diphthongs
 - §9 Vocabulary
 - §11 Present Active Indicative of λύω
 - §12 present Active Infinitive of λύω

- Saturday: §14 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-5 (“Practice and Review” Sentences 1-5)
 - Copy by hand each sentence, taking care to form the Greek letters neatly and correctly.
 - Parse all verbs
 - Translate the sentences

- Monday, Aug. 31: §14 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 6-10: Parse all verbs; translate.
 - LXX 1: Translate
 - NT 3: Translate
 - E-G 1: Translate

- Wednesday, September 2: Exam 2 (Due by 11:59 p.m.)

Module 3 (Sept 2-Sept. 9): Croy, Lesson 3: First Declension Nouns, The Definite Article

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 3; practice Greek pronunciation along with the videos
 - Study in detail Lesson 3 in Croy
 - Memorize:
 - §15 Vocabulary
 - §17 Functions of each noun case
 - §18 Paradigms for ὄρα and φωνή

- Saturday: §21 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-5
 - Copy by hand each sentence, taking care to form the Greek letters neatly and correctly.
 - Parse all verbs and first declension nouns
 - Translate the sentences

- Monday: §21 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 6-10: Parse all verbs and first declension nouns; translate.
 - LXX 6: Translate
 - NT 2: Translate
 - E-G 3: Translate

- Wednesday: Exam 3 (Due by 11:59 p.m.)

Module 4 (Sept. 9-16): Croy, Lesson 4: Second Declension Nouns

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 4; practice Greek pronunciation along with the videos
 - Study in detail Lesson 4 in Croy
 - Memorize:
 - §22 Vocabulary
 - §24 Paradigms for λόγος and τέκνον

- Saturday: §26 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-5
 - Copy by hand each sentence, taking care to form the Greek letters neatly and correctly.
 - Parse all verbs and nouns
 - Translate the sentences.

- Monday: §26 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 6-10: Parse all verbs and nouns; translate.
 - LXX 6: Translate
 - NT 5: Translate
 - E-G 3: Translate

- Wednesday: Exam 4 (Due by 11:59 p.m.)

Module 5 (Sept. 16-23): Croy, Lesson 5: More Uses of the Definite Article, Adjectives

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 5; practice Greek pronunciation along with the videos
 - Study in detail Lesson 5 in Croy
 - Memorize:
 - §27 Vocabulary
 - §28 Paradigm for ὁ, ἡ, τό
 - §29 Paradigm for καλός, καλή, καλόν
 - §30 Three functions of adjectives & how to recognize each

- Saturday: §32 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-6: Parse all verbs, definite articles, and adjectives; translate.
- Monday: §32 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 7-12: Parse all verbs, definite articles, and adjectives; translate.
 - LXX 2: Translate
 - NT 4: Translate
 - E-G 3: Translate
- Wednesday: Exam 5 (Due by 11:59 p.m.)

Module 6 (Sept. 23-30): Croy, Lesson 6: Feminine Nouns of the Second Declension, Masculine Nouns of the First Declension, Prepositions

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 6; practice Greek pronunciation along with the videos
 - Study in detail Lesson 6 in Croy
 - Memorize:
 - §33 Vocabulary
 - §35 Paradigm for προφήτης
- Saturday: §40 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-7: Parse all verbs and nouns; translate.
- Monday: §40 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 8-14: Parse all verbs and nouns; translate.
 - LXX 1: Translate
 - NT 4: Translate
 - E-G 1: Translate
- Wednesday: Exam 6 (Due by 11:59 p.m.)

Module 7 (Sept. 30-Oct. 7): Croy, Lesson 7: The “Be” Verb εἶμι, Personal Pronouns

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 7; practice Greek pronunciation along with the videos
 - Study in detail Lesson 7 in Croy
 - Memorize:
 - §41 Vocabulary
 - §43 Paradigm for εἶμι
 - §45 Paradigms for ἐγώ, ἡμεῖς, σύ, ὑμεῖς, αὐτός
- Saturday: §47 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-7: Parse all verbs and pronouns; translate.

- Monday: §47 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 8-14: Parse all verbs and pronouns; translate.
 - LXX 4: Translate
 - NT 2: Translate
 - E-G 4: Translate
- Wednesday: Exam 7 (Due by 11:59 p.m.)

Module 8 (Oct. 7-14): Croy, Lesson 8: Demonstratives, Special Uses of αὐτός

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 8; practice Greek pronunciation along with the videos
 - Study in detail Lesson 8 in Croy
 - Memorize:
 - §48 Vocabulary
 - §49 Paradigms for οὗτος, ἐκεῖνος
 - §51 Two special uses of αὐτός and how to identify them
- Saturday: §52 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-7: Parse all verbs and pronouns; translate.
- Monday: §52 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 8-14: Parse all verbs and pronouns; translate.
 - LXX 3: Translate
 - NT 8: Translate
 - E-G 1: Translate
- Wednesday: Exam 8 (Due by 11:59 p.m.)

Module 9 (Oct. 14-21): Croy, Lesson 9: Middle and Passive Voices

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 9; practice Greek pronunciation along with the videos
 - Study in detail Lesson 9 in Croy
 - Memorize:
 - §53 Vocabulary
 - §55-56 Paradigms for Present Middle/Passive Indicative of λύω
 - §57 Present Middle/Passive Infinitive of λύω
- Saturday: §62 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-7: Parse all verbs and definite articles; translate.

- Monday: §62 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 8-14: Parse all verbs; translate.
 - LXX 7: Translate
 - NT 5: Translate
 - E-G 4: Translate

- Wednesday: Exam 9 (Due by 11:59 p.m.)

Module 10 (Oct. 21-28): Croy, Lesson 10: Imperfect Active Indicative

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 10; practice Greek pronunciation along with the videos
 - Study in detail Lesson 10 in Croy
 - Memorize:
 - §63 Vocabulary
 - §65 Imperfect Active Indicative of λύω
 - §67 Imperfect Indicative of εἰμί

- Saturday: §68 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-7: Parse all verbs; translate.

- Monday: §68 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 8-14: Parse all verbs; translate.
 - LXX 6: Translate
 - NT 5: Translate
 - E-G 2: Translate

- Wednesday: Exam 10 (Due by 11:59 p.m.)

Module 11 (Oct. 28-Nov 4): Croy, Lesson 11: Imperfect Middle/Passive Indicative, Adverbial καί, Correlative Constructions

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 11; practice Greek pronunciation along with the videos
 - Study in detail Lesson 11 in Croy
 - Memorize:
 - §69 Vocabulary
 - §70 Imperfect Middle/Passive Indicative of λύω
 - §71 Adverbial uses of καί
 - §72 Correlative constructions using καί and τέ

- Saturday: §73 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-7: Parse all verbs and nouns; translate.

- Monday: §73 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 8-14: Parse all verbs; translate.
 - LXX 8: Translate
 - NT 5: Translate
 - E-G 4: Translate

- Wednesday: Exam 11 (Due by 11:59 p.m.)

Module 12 (Nov 4-Nov. 11): Croy, Lesson 12: Future Active Indicative, Future Middle Indicative

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 12; practice Greek pronunciation along with the videos
 - Study in detail Lesson 12 in Croy
 - Memorize:
 - §74 Vocabulary
 - §76 Future Active Indicative of λύω
 - §77 Future Middle Indicative of λύω
 - §78 The Square of Stops and the results when combined with σ
 - §79 10 common irregular future verbs
 - §80 Future Indicative of εἶμι

- Saturday: §81 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-7: Parse all verbs; translate.

- Monday: §81 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 8-14: Parse all verbs; translate.
 - LXX 6: Translate
 - NT 8: Translate
 - E-G 2: Translate

- Wednesday: Exam 12 (Due by 11:59 p.m.)

Module 13 (Nov. 11-18): Croy, Lesson 13: First Aorist Indicative, First Aorist Middle Indicative, First Aorist Infinitive

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 13; practice Greek pronunciation along with the videos
 - Study in detail Lesson 13 in Croy
 - Memorize:
 - §82 Vocabulary
 - §85 First Aorist Active Indicative of λύω
 - §86 First Aorist Middle Indicative of λύω
 - §87 First Aorist Active and Middle Infinitives of λύω

- Saturday: §89 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-7: Parse all verbs; translate.
- Monday: §89 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 8-14: Parse all verbs; translate.
 - LXX 4: Translate
 - NT 1: Translate
 - E-G 4: Translate
- Wednesday: Exam 13 (Due by 11:59 p.m.)

Module 14 (Nov. 18-Dec. 2): Croy, Lesson 14: Second Aorist Active Indicative, Second Aorist Middle Indicative

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 14; practice Greek pronunciation along with the videos
 - Study in detail Lesson 14 in Croy
 - Memorize:
 - §90 Vocabulary
 - §92 Second Aorist Active Indicative of λαμβάνω
 - §93 Second Aorist Middle Indicative of λαμβάνω
 - §95 14 common second aorist verbs
- Saturday: §96 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-7: Parse all verbs and pronouns; translate.

*****Thanksgiving Break (No ZOOM meeting on Nov. 23)*****

- Monday, Nov. 30: §96 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 8-14: Parse all verbs; translate.
 - LXX 6: Translate
 - NT 8: Translate
 - E-G 3: Translate
- Wednesday, Dec. 2: Exam 14 (Due by 11:59 p.m.)

Module 15 (Dec. 2-Dec. 9): Croy, Lesson 15: Perfect Active Indicative, Perfect Middle/Passive Indicative, Pluperfect

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 15; practice Greek pronunciation along with the videos
 - Study in detail Lesson 15 in Croy

- Memorize:
 - §97 Vocabulary
 - §100 Perfect Active Indicative of λύω
 - §101 Perfect Middle/Passive Indicative of λύω
 - §103 Perfect Active and Middle/Passive Infinitives of λύω
 - §104 Pluperfect Active Indicative of λύω
- Saturday: §106 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-7: Parse all verbs; translate.
- Monday: §106 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 8-14: Parse all verbs; translate.
 - LXX 7: Translate
 - NT 6: Translate
 - E-G 1: Translate
- Wednesday: Exam 15 (Due by 11:59 p.m.)

Module 16 (Dec. 9-16, concluding in final exam week): Croy, Lesson 16: Aorist Passive Indicative, Future Passive Indicative, Aorist Passive Infinitive

- Wed.–Fri.: Read, Study, Memorize, Learn
 - Watch videos in Module 16; practice Greek pronunciation along with the videos
 - Study in detail Lesson 16 in Croy
 - Memorize:
 - §107 Vocabulary
 - §109 Aorist Passive Indicative of λύω
 - §111 Future Passive Indicative of λύω
 - §112 Aorist Passive Infinitive of λύω
 - §113 Aorist Passive forms of ἄγω, ἀνοίγω, πείθω, βάλλω, ὀράω, γίνομαι, γινώσκω, ἐγείρω, εὐρίσκω, λαμβάνω, φέρω
- Saturday: §114 Homework Part A (Submit as a PDF on Canvas by 11:59 p.m.)
 - PR 1-7: Parse all verbs and articles; translate.
- Monday: §114 Homework Part B (Submit as a PDF on Canvas by 5:00 p.m.)
 - PR 8-14: Parse all verbs; translate.
 - LXX 10: Translate
 - NT 7: Translate
 - E-G 3: Translate
- Wednesday: Exam 16 Final Exam (Due by 11:59 p.m.)

Netiquette

1. **Remember your place.** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
2. **Brevity is best.** Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.
3. **Stick to the point.** Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.
4. **Read first, write later.** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to do so. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
5. **Post correctly.** Make sure your postings are located in the correct thread.
6. **Netspeak.** DO NOT TYPE IN ALL CAPS OR USE EXCLAMATION MARKS!!!!!! :-). This is regarded as shouting and is out of place in a classroom. Given the absence of face-to-face clues, the written text can easily be misinterpreted. Avoid the use of strong or offensive language. If you feel particularly strong about a point, it may be best to write it first as a draft and then review it, before posting, in order to remove any strong language.
7. **The recorder is on.** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them. However, unless grammar and spelling are graded components of the course do not obsess. Never criticize or comment on others' grammatical or spelling errors, unless doing so is part of your assignment.
8. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
9. **Keep a straight face.** Humor is important in an online course as it can add to the enjoyment and the personality of the course. However, avoid humor and sarcasm directed toward others. These frequently depend either on facial or tone of voice cues which are absent in text communication. Keep your humor directed either at yourself or at no one in particular. Also,

remember this is a Christian environment and our humor should reflect our respect of each other and Christ. If you have a good clean joke to share, feel free. Humor gives us a glimpse into your personality.

10. **Be forgiving.** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion may be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

Many of these netiquette tips were taken from the University of Wisconsin's *Online Etiquette* at <https://kb.wisc.edu/ei/resources/page.php?id=50548>