

NEW TESTAMENT 1013

BEGINNING GREEK

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Louisville Presbyterian Theological
Seminary

Fall Term 2009

Louisville, Kentucky

This is a straight-forward, uncomplicated course in Greek. There is nothing tricky in the way we will work. The text for the course is Stephen W. Paine's Beginning Greek: A Functional Approach. We will move directly through this book, following its course. The goal of our work is that at the end of the semester you will have a familiarity with the basics of Greek, and you will be able—with the appropriate tools—to read the New Testament. You will not have the range of vocabulary that you will need to build over a long period of time, nor will you have a sophisticated grasp of grammar; but you will understand the basic elements of Greek grammar and you will have a basic working vocabulary. Above all, you will be in good shape to continue your study of Greek and, in turn, to study the New Testament in the original language.

Course Requirements

1. Regular attendance and participation.
2. For each lesson in the textbook you will need
 - (A) to study the textbook carefully,
 - (B) to learn the assigned vocabulary and the grammatical paradigms,
 - (C) to do the written assignment, and
 - (D) to translate the text from the Gospel according to John.
3. Daily homework: The writing assignments for each day will be self-corrected using the answer sheets provided to you at the outset of the course. For the sake of your understanding and learning you should take these daily exercises seriously.
4. Tests: As is indicated on the syllabus, there will be four scheduled tests. In addition we will do drills in class—reading, translating, and analyzing grammar. From time to time there will be pop quizzes on vocabulary and matters of grammar.

Grading

Grading will be done on a pass/fail basis. In order to assess the work and progress that students make during the semester, there will be four tests that will be graded pass/fail. Also there will be quizzes (pass/fail) that contribute to the final grade for the course.

The breakdown for the value of the various components of the grading is as follows:

Class work and pop quizzes	20%
Test 1	20%
Test 2	20%
Test 3	20%
Test 4	20%

SCHEDULE

September 11	Lesson 1
September 14	Lesson 2
September 16	Lesson 3
September 18	Lesson 4
September 21	Lesson 5
September 23	Lesson 6
September 25	Lesson 7
September 28	Lesson 8
September 30	Lesson 9
October 2	Test # 1
October 5	Lesson 10
October 7	Lessons 10-11
October 9	Lessons 10-11
October 12	Lesson 11
October 14	Lesson 12
October 16	Lessons 13-14
October 19	Lessons 15-16
October 21	Test # 2

October 23	No class
November 2	Lesson 18
November 4	Lesson 19
November 6	Lesson 20
November 9	Lesson 21
November 11	Lessons 22-24
November 13	Lesson 25
November 16	Lesson 26
November 18	Lesson 27
November 20	Test 3
November 23	No Class
November 25	No class
November 30	Lesson 28-29
December 2	Lessons 30-31
December 4	Lessons 32-33
December 7	Lessons 34-35
December 9	Lesson 36
December 11	Lesson 37
December 16-17	Test # 4 (Time to be set by Registrar's Office)

Policy on Inclusive Language:

In speech and in written assignments, it is the policy of the school to avoid divisive terms that reinforce stereotypes or are pejorative. Do not use language that leaves out part of the population, perpetuates stereotyping, or diminishes importance. Do not use male pronouns (such as “men”) to refer to a group that includes females as well. Consult the Academic Support Center for additional guidance if necessary. See:

http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderbiasinlanguage.asp.

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center and should make use of the available resources at an early date, since violations of seminary policy on academic honesty can lead to a failing grade for the course.