North Park Theological Seminary BIBL 5109-I1 Introduction to NT Greek I Fall, 2011 online 3 credit hours

#### **COURSE FACILITATOR**

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The best way to contact me is by email. However, until September 17th I will be available by phone at 716-397-3226. Post-9/17 phone number to come.

#### **'OFFICE' HOURS**:

I will be active in our course Mondays, Wednesdays, and Thursdays 12-1:30 CST [subject to change]. You may always feel free to schedule a Skype or Gmail-chat session during or outside these hours.

#### **COURSE DESCRIPTION**

A survey of the essentials of biblical Greek with attention to basic grammar, vocabulary, and the development of reading skills. 3 semester hours.

#### **COURSE OBJECTIVES**

As the first course in a two-course sequence, the purpose of Introductory Greek I is to begin laying a foundation for accurate exegetical work in the Greek New Testament in order to explain and apply the text in Christian ministries.

*Upon completion of the full-year sequence, the student should be able to:* 

- Know the alphabet, the most important paradigms of Greek nouns, verbs, and adjectives and the principal parts of common irregular verbs.
- Know 320 Greek words almost 80% of the total word count in the NT.
- Understand the basic grammar and syntax of biblical Greek.
- Translate many verses in the New Testament and Septuagint.
- Appreciate the value of Greek for Bible study, interpretation, and application.

### **REQUIRED TEXTS**

- 1. Kurt Aland, et al. *The Greek New Testament*. 4th rev. ed. United Bible Societies. 2002. (ISBN: 3438051109) Alternately, the SBL Greek NT is now available free for Kindle (here).
- 2. William D. Mounce, *Basics of Biblical Greek Grammar*. **3rd ed**. Grand Rapids: Zondervan, 2009. (ISBN: 0310287685)
- 3. William D. Mounce, *Basics of Biblical Greek Workbook*. **3rd ed**. Grand Rapids: Zondervan, 2009. (ISBN: 0310250826)
- 4. All students must have access to a scanner to submit workbook assignments.

#### RECOMMENDED TEXTS

- 1. Fredrick William Danker, et al., *A Greek-English Lexicon of the New Testament and Other Christian Literature (BDAG)*. 3rd ed. Chicago: University of Chicago Press, 2001. (ISBN 9780226039336). Computer programs such as Bibleworks or Gramcord are also approved as alternate or supplemental resources.
- 2. Rodney J. Decker, Koine Greek Reader: Selections from the New Testament, Septuagint, and Early Christian Writers. Grand Rapids, Kregel Publications, 2007.
- 3. Samuel Lamerson, *English Grammar to Ace New Testament Greek*. Grand Rapids: Zondervan, 2004. (ISBN: 0310255341)

3. *Also recommended*: William D. Mounce, Basics of Biblical Greek Vocabulary Cards. Available from Zondervan.

#### **COMPUTER REQUIREMENTS**

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit http://www.northpark.edu/cs/support/minreq.aspx for information on computer requirements and https://www.northpark.edu/cs/support/config.aspx for network access.

#### COURSE TEACHING & LEARNING METHODS

It is absolutely essential for students to keep up with readings, assignments, and online discussions. The coursework involves substantial amounts of memorization, and it will reward you not to fall behind. Regular quizzes, workbook exercises, and required discussion board postings will serve to encourage you to stay on schedule. Be sure to check the Assignments section within each week's module for instructions before reading the textbook or doing workbook exercises. Keep up on your Ready-Reference Notebook (RRN) following the instructions each week; this will be an invaluable study tool.

The discussion boards serve as a place for students to get to know one another, ask questions, share learning tips and encouragement. Specific posting requirements will be given in the Assignments section within each module and are noted below in the course schedule. Students will also be assigned to a group and will collaborate on select workbook assignments within this group.

#### PARTICIPANT RESONSIBILITIES

- Faithful completion of assignments and full participation are required for this class. <u>You cannot successfully complete this course without completing the weekly readings and assignments by the due dates listed below</u>. All assignments and quizzes must be completed on time. Reading and responding to threads on the discussion boards in a timely manner is also crucial.
- Some assignments will be posted online for others to see. You will be asked to comment and provide feedback to one another on your work.
- Although I strongly suggest that all issues & questions be dealt with through Moodle, you may
  email me. If a situation merits a conversation, please arrange a Skype appointment (via email).
- Use proper netiquette (cf. "A Guide to Netiquette" found in the Course Information book, in the top part of the central panal on Moodle).
- I advise participants to plan on spending approximately 10 hours total per week on course responsibilities (e.g. reading, assignments, quizzes). I suggest you set regular study hours to avoid the temptation of attempting to complete the week's requirements on Friday alone.
- If a student wishes to take this course Pass/Fail, the student must notify Seminary Academic Services of their intention no later than the end of the 2nd week of the semester.

#### **FACILITATOR RESPONSIBILITES**

The course facilitator will:

- Provide comments on student responses and discussion as appropriate in order to clarify important ideas and concepts;
- Provide opportunities for group as well as individual work;
- Provide updated information on relevant resources for the subject matter of the course;
- Read and critically assess students' assignments and provide feedback within 3-5 days of receipt;
- Respond to all student emails within 48 hours of receipt, with the exception of weekends.

#### **COURSE SCHEDULE**

- Student assignments are due by Fridays at midnight *in your local time*, unless otherwise noted.
- Grades or assignment-specific feedback will be posted by Tuesday mornings, unless otherwise noted.
- Specific details and exceptions (such as holiday weekends) will be provided in the Assignments section for each module.

**Note**: Before beginning your reading or assignments for the week, always check the Assignments section of each week's Module first for more specific instructions or additional introduction to the week's material.

Week 1 (Aug 29-Sept 2, Module 0 & 1, Introduction & Reading Greek)

#### **Student Learning Objectives:**

- The student will familiarize himself/herself with the Moodle course shell & course procedures & expectations.
- The student will equip himself/herself with necessary materials for the course (Greek font, scanner, books).
- The student will be able to identify the letters of the Greek alphabet.
- The student will be able to recognize the Greek punctuation and accent marks.
- The student will utilize English grammar vocabulary to identify Greek parts of speech.

#### Required Reading:

Mounce, chapters 1-5

### Recommended Reading:

■ Lamerson, English Grammar to Ace New Testament Greek, chapters 1-5

#### **Assignments Due:**

- 1. Complete Module o (introduction to the course).
- 2. Workbook:
  - a. Complete Mounce workbook <u>Exercise 3</u> and upload a copy of the Alphabet pages as a scanned document. Type & upload your responses to the Grammar questions using the assignment link.
  - b. Complete Mounce workbook <u>Exercise 4</u>, and upload page one (syllabification) to instructor as a scanned document.
- 3. <u>Download</u> the free <u>BibleWorks</u> Greek font. On this page you can also find a key board map for Mac or PC.
- 4. <u>Type the Greek alphabet</u> (in alphabetical order) in a Word document using the font you have downloaded. Upload this using link within the assignment.
- 5. <u>Discussion board</u>: By Friday at midnight post an introduction to the discussion board following the instructions in the Assignments section. Reply to at least one other post by midnight, Tues., Sept 6.

**Optional but strongly recommended**: Practice reading aloud the Greek passage on pages 6-7 of the Mounce workbook. Find an online audio file <a href="here">here</a>. You may also want to download <a href="Flashworks">Flashworks</a>. Mounce's vocabulary review resource. Teknia Greek font (available <a href="here">here</a>) is required to run Flashworks.

### Week 2 (Sept 6-9, Module 2.1, Nominative, Accusative, Definite article)

### **Student Learning Objectives:**

- The student will be able to recognize the nominative and accusative case endings for nouns and the definite article in first and second declension.
- The student will identify the primary functions of the nominative and accusative cases.
- The student will memorize the vocabulary list from Mounce Chapter 4 (pp.16-18) and Chapter 6 (pp.39-40).

#### **Required Readings:**

Mounce, Chapter 6

### Assignments Due:

- 1. <u>Mounce workbook Exercise 6</u>. You will always be required to complete all exercises except the "Additional" translation section, unless otherwise noted. (Always feel free to do the Additional exercises for extra practice!) Upload your answers to the Parsing & Translation sections using the assignment link.
- 2. Ready-Reference Notebook: Alphabet; Nominative & accusative case endings; definite article. This week you will begin building your Ready-Reference Notebook (RRN). During most weeks, you will be asked to add something to the notebook. You may write out these assignments by hand or type them using the Teknia font (as long as you are able to include all breathing marks and accents). However, you may not simply transfer/copy information from study guides or other already-existent resources. In other words, this is a resource created *by you*, *for you*. More specific instructions regarding the reference notebook will be posted in the Assignments section each week. The RRN will be submitted & graded at the end of the semester.
- 3. Complete Quiz #1 (vocabulary only).
- 4. <u>Discussion board</u>: By Friday at midnight post to the discussion board following the instructions in the Assignments section. Reply to at least one other post by Monday at midnight.

### Week 3 (Sept 12-16, Module 2.2, Genitive and Dative)

#### Student Learning Objectives:

- The student will be able to recognize the genitive and dative case endings for nouns and the definite article in first and second declension.
- The student will identify the primary functions of the genitive and dative cases.
- The student will memorize the vocabulary list from Mounce Chapter 7 (pp.50-51).
- The student will realize that learning Greek can be fun!

#### Required Reading:

Mounce, Chapter 7

#### **Assignments Due:**

- 1. <u>Mounce workbook Exercise 7</u>. Upload your answers to the Parsing section and the Translation section, using the Assignment link.
- 2. <u>Ready-Reference Notebook</u>: Genitive and dative case endings (1st & 2nd declension); full article chart.
- 3. Quiz #2 (grammar and vocabulary).
- 4. Discussion board: By Friday at midnight post a response to the week's reading.

# Week 4 (Sept 19-23, Module 2.3, Prepositions and ϵἰμί)

#### **Student Learning Objectives:**

- The student will be able to recognize the present indicative forms of  $\dot{\epsilon}$ i $\mu$ i.
- The student will be able to identify the major prepositions and their meanings in different cases.
- The student will memorize the vocabulary list from Mounce Chapter 8 (pp.61-63).

### Required Reading:

Mounce, Chapter 8

### Assignments Due:

- 1. <u>Mounce workbook Exercise 8</u>. Upload your answers to the Parsing & Translation sections.
- 2. <u>Ready-Reference Notebook</u>: Spatial preposition chart; present forms of εἰμί.
- 3. <u>Discussion board</u>: Following the instructions in the Assignments section, post an entry to the discussion board by Friday at midnight. By Monday at midnight, post a response to at least one other entry.

### Week 5 (Sept 26-29, Module 2.4, Adjectives)

#### **Student Learning Objectives:**

- The student will be able to identify the primary functions of adjectives.
- The student will correctly apply noun case endings to adjectives.
- The student will memorize the vocabulary list from Mounce Chapter 9 (pp.70-71).

#### Required Readings:

Mounce, Chapter 9

#### **Assignments Due:**

- 1. <u>Mounce workbook Exercise 9</u>. Complete all Parsing and Translation exercises on your own. Within your group forum, post answers to 3 of the translation exercises, assigning yourselves exercises 1-3, 4-6, 7-9 in alphabetical order by last name. (Don't worry, we'll reverse the orders in future group work!) Include any questions you had about forms or translation. Comment on your group members' work, offering answers to questions and any questions/discrepancies you have with their translations. Exercises are due by **Thursday** midnight, comments by **Sunday** midnight.
- 2. <u>Review</u>: Complete Chapters 6-9 Review #2 in the Mounce Workbook. Hint: I will not be checking this work, but it will be extremely helpful to complete this before taking Quiz #3.
- 3. Complete Quiz #3 (vocabulary only).
- 4. <u>Discussion board</u>: By Friday at midnight post a response to the week's reading.

# Week 6 (Oct 3-7, Module 2.5, Third Declension)

#### **Student Learning Objectives:**

- The student will be able to recognize third declension nouns.
- The student will be able to identify the interrogative pronoun.
- The student will memorize the vocabulary list from Mounce ch. 10 (pp.88-89).

#### Required Readings:

Mounce, Chapter 10

#### **Assignments Due:**

- 1. <u>Mounce workbook Exercise 10</u>. Upload your answers to the Parsing and Translation sections. \*\*Note: We will be following Track 1; therefore, "Track 1" is implied in all Workbook Exercise assignments that follow in the sullabus.\*\*
- 2. Ready-Reference Notebook: Third declension endings; the 8 noun rules; πᾶς, πᾶσα, πᾶν
- 3. Complete Quiz #4 (vocabulary only).
- 4. <u>Discussion board</u>: Following the instructions in the Assignments section, post an entry to the discussion board by Friday at midnight. By Monday at midnight, post a response to at least one other entry.

## Week 7 (Oct 10-14, Module 2.6, 1st and 2nd Person Personal Pronouns)

# **Student Learning Objectives:**

- The student will be able to recognize 1st and 2nd person personal pronouns.
- The student will be able to recognize additional third declension patterns.
- The student will memorize the vocabulary list from Mounce chapter 11 (pp.96-98).

#### Required Readings:

Mounce, Chapter 11

#### Assignments Due:

- 5. <u>Complete Mounce workbook Exercise 11</u>. Complete all Parsing and Translation exercises on your own. Within your group forum, post answers to 3 of the translation exercises, assigning yourselves exercises 1-3, 4-6, 7-9 in *reverse* alphabetical order by last name. (Just type English translation into forum.) Include any questions you had about forms or translation. Comment on your group members' work, offering answers to questions and any questions/discrepancies you have with their translations. Exercises are due by **Thursday** midnight, comments by **Sunday** midnight.
- 1. Ready-reference Notebook: Personal pronouns
- 2. Complete Quiz #5 (grammar and vocabulary).
- 3. <u>Discussion board</u>: Following the instructions in the Assignments section, post an entry to the discussion board by Friday at midnight. By Monday at midnight, post a response to at least one other entry.
- 4. *Optional but strongly recommended*: Complete the "English to Greek" section of Exercise 11 in the Mounce workbook. This will give you practice writing the Greek letters as well as recognizing forms.

#### Week 8 (Oct 17-21, Fall Break, NO ASSIGNMENTS DUE)

Take advantage of this opportunity to solidify vocabulary & paradigms!

# Week 9 (Oct 24-28, Module 2.7, αὐτός, Demonstrative Pronouns/Adjectives)

#### Student Learning Objectives:

- The student will be able to identify the three uses of αὐτός.
- The student will be able to recognize the inflected forms of  $\alpha \dot{\upsilon} \tau \dot{\varsigma}$ .
- The student will be able to recognize the forms and functions of the demonstrative pronouns.
- The student will memorize the vocabulary lists from Mounce Chapter 12 (pp.104-105) and Mounce Chapter 13 (pp. 111-12).

#### **Required Readings:**

Mounce, Chapters 12-13

#### Assignments Due:

- 1. Workbook:
  - a. <u>Complete Mounce workbook Exercise 12</u>. Upload answers to all Parsing and **ODD** Translation exercises
  - b. <u>Complete Mounce workbook Exercise 13</u>. Upload answers to all Parsing and **EVEN** Translation exercises.
- c. <u>Ready-Reference Notebook</u>: αὐτός, demonstrative pronouns
- d. Complete Quiz #6 (vocabulary only).
- e. <u>Discussion board</u>: By Friday at midnight post a response to the week's reading.

#### Week 10 (Oct 31-Nov 4, Module 2.8, Relative Pronoun)

### **Student Learning Objectives:**

- The student will be able to recognize the inflected forms of the relative pronoun.
- The student will be able to translate the relative pronoun.
- The student will memorize vocabulary list Mounce Chapter 14 (pp. 117-18).

### Required Readings:

Mounce, Chapter 14

#### **Assignments Due:**

- 1. <u>Complete Mounce workbook Exercise 14</u>. On your own, complete Mounce workbook Exercise 11 (all parsing & translations). Within the group forum, post answers to 3 of the translation exercises:
  - 1-3: last name **second** alphabetically
  - 4-6: last name first alphabetically
  - 7-9: last name **third** alphabetically

*Include any questions you had about forms or translations.* (Due **Thursday** at midnight.)

By <u>Sunday</u> midnight, comment on your group members' work, offering answers to questions and any questions/discrepancies you have with their translations.

- 2. <u>Review: Complete Chapters 10-14 Review #3</u>. Hint: I will not be checking this work, but it will be extremely helpful to complete this before taking Quiz #7.
- 3. Ready-Reference Notebook: Relative pronoun
- 4. Complete Quiz #7 (grammar & vocabulary).
- 5. <u>Discussion board</u>: By Friday at midnight post a response to the week's reading.

### Week 11 (Nov 7-11, Module 3.1, Introduction to Verbs, Present Active Indicative)

#### **Student Learning Objectives:**

- The student will be able to identify the main components of the Greek verb.
- The student will be able to explain the function of the three aspects of Greek verbs.
- The student will be able to identify the form and function of the present active indicative.
- The student will memorize the vocabulary list from Mounce Chapter 16 (pp.136-37).

### Required Readings:

Mounce, Chapters 15-16

#### **Assignments Due:**

- 1. <u>Complete Mounce workbook Exercise 16</u>. Upload your answers to the Parsing and Translation sections.
- 2. Ready-Reference Notebook: Start filling the primary endings in "The Box," with Present Active Indicative personal endings; also, begin a chart of Indicative forms of  $\lambda \acute{\nu} \omega$ , including this week the Present Active Indicative forms of  $\lambda \acute{\nu} \omega$
- 3. Complete Quiz #8 (vocabulary only).
- 4. <u>Discussion board</u>: Following the instructions in the Assignments section, post an entry to the discussion board by Friday at midnight. By Monday at midnight, post a response to at least one other entry.

#### Week 12 (Nov 14-18, Module 3.2, Contract Verbs)

# **Student Learning Objectives:**

- The student will be able to recognize & parse contract verbs
- The student will memorize the vocabulary lists from Mounce Chapter 17 (pp. 145-46)

#### Required Readings:

Mounce, chapter 17

### **Assignments Due:**

- 1. <u>Mounce workbook Exercise 17</u>. Complete & submit the Parsing & Translation sections. Additionally, for <u>five</u> translations identify the contract verb(s) and name the contraction rule(s) that is/are at play.
- 2. <u>Ready-Reference Notebook</u>: Present active indicative forms of the three paradigmatic contract verbs (17.6)
- 3. Complete Quiz #9 (vocabulary only).
- 4. <u>Discussion board</u>: By Friday at midnight post a response to the week's reading.

#### Week 13 (Nov 21-25, Module 3.2, Present Middle/Passive Indicative)

# **Student Learning Objectives:**

- The student will be able to recognize and correctly translate middle/passive forms.
- The student will memorize the vocabulary lists from Mounce Chapter 18 (pp. 154-55).

#### **Required Readings:**

Mounce, chapter 18

#### **Assignments Due:**

- 1. <u>Complete Mounce workbook Exercise 18</u>. Upload your answers to the Parsing & Translation exercises.
- 2. <u>Ready-Reference Notebook</u>: Add to The Box: Present Middle/passive Indicative personal endings; add to your λύω chart with Present Middle/Passive Indicative forms of λύω (18.18)
- 3. <u>Discussion board</u>: By Monday (11/28) at midnight post a response to the week's reading.
- 4. No Quiz: Have a happy Thanksgiving!

### Week 14 (Nov. 28-Dec. 2, Module 3.3, Future Active/Middle Indicative)

### **Student Learning Objectives:**

- The student will be able to recognize and correctly translate future active/middle indicative verbs.
- The student will memorize the vocabulary list from Mounce Chapter 19 (pp. 164-65).

### **Required Readings:**

Mounce, Chapter 19

#### Assignments Due:

- 1. <u>Complete Mounce workbook Exercise 19</u>. On your own, complete Mounce workbook Exercise 11 (all parsing & translations). Within this group forum, post answers to 3 of the translation exercises:
  - 1-3: last name **first** alphabetically
  - 4-6: last name **third** alphabetically
  - 7-9: last name **second** alphabetically

*Include any questions you had about forms or translations.* (Due **Thursday** at midnight.) By **Sunday** midnight, comment on your group members' work, offering answers to questions and any questions/discrepancies you have with their translations.

- 2. <u>Ready-Reference Notebook</u>: Add to the Master Indicative Verb chart: Future Active & Middle Indicative personal endings; add to your λύω chart the Future Active & Middle Indicative forms of λύω (19.13).
- 3. <u>Discussion board</u>: By Friday at midnight post a response to the week's reading.

# Week 15 (Dec 5-9, Module 3.4, Verbal Roots, Other Future Forms)

#### Student Learning Objectives:

- The student will be able to explain the difference between a verbal root and a verbal stem.
- The student will be able to identify liquid future forms.
- The student will memorize the vocabulary list from Mounce Chapter 20 (pp. 177-79).

### Required Readings:

Mounce, Chapter 20

#### Assignments Due:

- 1. <u>Complete Mounce workbook Exercise 20</u>. Submit your answers to the Parsing & Translation exercises.
- 2. <u>Review</u>: If you have time, start Chapters 15-20 Review #4. Hint: I will not be checking this work, but it will be extremely helpful to complete this before taking Quiz #11.
- 3. <u>Discussion board</u>: By Friday at midnight post a response to the week's reading.

Week 16 (Dec 12-16, Final Exam)

Complete the final exam by midnight (your local time) on Saturday, Dec 17.

Congratulations – you made it!!!

### **Assignments & Grading:**

A final grade for this course will be computed according to your successful completion of the following assignments:

### 1. Typing the alphabet

### 5 maximum points

This assignment comes in the first week in order to assure that each student has the necessary font(s) to participate in the course (read course materials, submit relevant assignments, etc.).

### 2. Moodle Discussion Board

#### 32 maximum points

Discussion forums will be held during each week, with the exception of fall break:

Week 1: Introductions (4 points)

Week 2: Writing in Greek and transliteration (4 points)

Week 3: Response to reading (1 point)

Week 4: Cases (1 point)

Week 5: Response to reading (1 point)

Week 6: Declining (4 points)

Week 7: Mid-semester progress & goals (4 points)

Week 9: Response to reading (1 point)

Week 10: Response to reading (1 point)

Week 11: Verbs (4 points)

Week 12: Response to reading (1 point)

Week 13: Response to reading (1 point)

Week 14: Response to reading (1 point)

Week 15: Stems and roots (4 points)

You will receive up to a maximum of 4 points each for your participation (a comment and a response to one other post) in the forums, and 1 point for each "response to reading" post.

# **Criteria for Grading Discussion Board Participation**

All students are required to post at least one comment and one response to another post during\_the weeks noted on the syllabus, following the specific instructions in the Assignments section for\_that week. During the weeks when students are required to post a response to the reading (and to\_read the posts of all the other members) the response post is worth 1 point.

- **3 points**: Answered all the questions in a relevant and thoughtful way. Used correct grammar & spelling; wrote in a clear and understandable manner.
- **2 points**: Answered most of the questions; or answered all of the questions but lacking thoughtfulness or relevance. Some errors of grammar and spelling.
- **1 point**: Answered less than ½ of the questions; or answered all questions in either extremely brief or irrelevant fashion. Multiple errors of grammar and spelling inhibit understanding.

o points: Nothing posted.

#### Response to a classmate's post:

- **1 point:** Thoughtful and relevant response; engaging the original post in a way that genuinely contributes to the conversation. Correct grammar and spelling; clear and understandable.
- **o points**: No response posted; or brief response without genuine contribution, interaction, or feedback (e.g., "I agree.") Multiple errors of grammar and spelling inhibit understanding.

### Post in response to the week's reading:

- 1 point: The post answers one of the following, clearly and in well-written English: (1) what the student found most helpful or interesting about the week's reading; or (2) what the student found most difficult.
- **o points**: No response posted; or response fails to answer one of the questions above. Multiple errors of grammar and spelling inhibit understanding

### 3. Quizzes

### 106 maximum points

The 7 vocabulary-only quizzes must be passed at a minimum of 75%; students will retake any quiz not at this level until it is achieved. This is not a form of punishment; it is to ensure that students are learning the essential building blocks to be successful in the language.

In addition to vocabulary quizzes, 4 quizzes will test additional grammar from that week's lesson and, occasionally, on important material from previous weeks.

### 4. Workbook exercises

### 70 maximum points

The Mounce workbook exercises are key to your success in learning NT Greek. Submission of work from each week's exercises is worth 5 points.

Rubric for Grading Mounce Workbook Exercises

- o Points: Nothing submitted to instructor.
- 1 Point: Less than 25% of exercises attempted.
- 2 Points: Less than 50% of exercises attempted, or less than 50% correct.
- 3 Points: Between 50-75% of exercises attempted with at least 50% correct.13
- 4 Points: All exercises attempted, with 50-80% correct.
- 5 Points: All assigned exercises attempted, with at least 80% correct.

Note: For collaborative translations (weeks 5, 7, 10, 14), each student will be required to contribute translations as well as comments on translations of group members. Students who fail to contribute and comment will receive a 0.

#### 5. Ready-Reference Notebook

#### 12 maximum points

The Reference notebook should be submitted to the instructor by email (as a scanned document).

Rubric for grading Ready-Reference Notebook

• 12 points (maximum): Student notebook is complete and in student's own handwriting.

- 1-point deduction: Students will be deducted one point for every missing piece (requirements for what to include in the Reference notebook are listed in the syllabus and in that week's Assignment section).
- o points: Student fails to submit the Reference notebook; or the notebook is photocopied from the textbook.

#### 6. Final Exam

75 maximum points

Please be aware that I will <u>not</u> accept late submissions of any assessments without advanced permission in the case of genuine emergency. A late submission will be recorded as 0 points.

### **Grading**

At the completion of this course, you will receive a letter grade reflecting your performance in this course. The final course grade will be computed according to the total number of points earned for all assignments as shown below:

Total Points Earned:	Final Grade:
288-300	A
279-287	A-
270-278	B+
264-269	В
255-263	В-
246-254	C+
240-245	C
231-239	C- (lowest passing grade for language credit)
222-230	D+
216-221	D
210-215	D-
209 or below	F

#### **Academic Honesty:**

In keeping with our Christian commitment, North Park Theological Seminary is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

- 1. Plagiarism the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
- 2. Copying another's answers on an examination.
- 3. Deliberately allowing another to copy one's answers or work.
- 4. Signing an attendance roster for another who is not present.

In the special instance of group work, students are obviously allowed to help one another with that portion of the assignment, but each student is expected to contribute equally to the work.

- Workbook exercises are "open book": students may complete these exercises using the textbook, flashcards, etc.
- **Quizzes and exams are "closed book":** students are expected, on their honor, to take them from memory with no additional helps.

For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

### **Support Services**

Please refer to the Course Information link & Moodle Tutorial under the Course summary if you need assistance during your course.

#### **Disabilities Accommodations**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the program's office. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada.