Course Syllabus: **LANG1301 Introduction to the Greek Language**
AgathonU Professor(s): Daniel Goepfrich, Th.M., D.Min.
For Program: ABS – 60 hours / AAAF – 60 Hours
Revision Date: *1/24/2025*

Policies (Links)   Enrollment Agreement   Withdrawal and Refund Policy
                      Standards of Intellectual Honesty   Writing Style Policy

I. COURSE DESCRIPTION

LANG1301 is a study of the basic elements of the language of the New Testament, including translation of selected New Testament texts.

II. AGATHON PROFESSOR(S) BIO

Dr. Daniel Goepfrich, an international conference speaker and author, is the Teaching Pastor at Oak Tree Community Church (South Bend, IN). He teaches Greek at Calvary University (Kansas City, MO) and Bible exposition for Word of Life International Bible Institutes. He is also Professor of Bible and Theology at Tyndale Theological Seminary (Hurst, TX) and Associate Professor of Greek and Hebrew for Colorado Biblical University (Fort Morgan, CO).

 In 2017, he founded Theology is for Everyone (theologyisforeveryone.com) to produce biblically sound resources that everyone can use and understand. He is the author of *Old Testament Chapter by Chapter, Volume 1* (2021), *Biblical Discipleship* (2020), *New Testament Chapter by Chapter* (2017), and *Marriage, Divorce, and Remarriage* (2007) as well as several journal articles and multiauthor contributions.
Daniel and Saralynn have been married since 1997 and have three sons (two are married) and one daughter.

III. COURSE TEXTS AND RESOURCES

1. All AU/AUA courses use the Bible as a primary textbook. Translations used for coursework include any of the following: NASB, ESV, KJV, and NKJV. Other translations/versions may be used for complementary study and research.
2. Mounce, William D., *Greek for the Rest of Us: The Essentials of Biblical Greek, Second Edition* (Grand Rapids, MI: Zondervan, 2013), ISBN: 978-0310277101 Cost: $32.99
3. *SBL Greek New Testament* and reverse interlinear; download at https://sblgnt.com/download

Important websites to bookmark

1.   NA28 / UBS5 Greek Bibles — https://www.academic-bible.com/en/online-bibles/novum-testamentum-graece-na-28/read-the-bible-text
2. Greek beta code converter — https://www.translatum.gr/converter/beta-code.htm

IV. COURSE SCHEDULE AND OUTLINE

Module 01: Introduction - the Greek alphabet
After introducing the course, students briefly explore the Koine Greek language and learn the alphabet.
1. *Reading Assignment*
   - Learn Greek Alphabet – See Module 1 Video
2. *Reading Content Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering reading content
3. *Interaction Assessment*
   Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering module content
5. *Interactive Discussion Questions:*
   - *Q1*
   - *Q2*
   - *Q3*

Module 02: Module 2: Greek Pronunciation, Transliteration, and Reading
After introducing the course, students briefly explore the Koine Greek language and learn the alphabet. genres in the Psalms and how they impact Christian worship.
1. *Reading Assignment*
   - Cone, pp.83-86
2. *Reading Content Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering reading content
3. *Interaction Assessment*
   Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering module content
5. *Interactive Discussion Questions:*
   - *Q1*
   - *Q2*
   - *Q3*

Module 3: Introduction to the Greek noun system (part 1)
In part one of the Greek noun system, students learn about nouns, the case system, and the definite article. Students will also learn how to parse nouns based on declensions and cases.
1. *Reading Assignment*
   - Cone, pp.83-86
2. *Reading Content Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering reading content

3. *Interaction Assessment*
   Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering module content
5. *Interactive Discussion Questions:*
   - *Q1*
   - *Q2*
   - *Q3*

Module 4: Introduction to the Greek noun system (part 2)
In part two of the Greek noun system, students learn about adjectives, pronouns, and prepositions.
1. *Reading Assignment*
   - Cone, pp.83-86
2. *Reading Content Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering reading content
3. *Interaction Assessment*
   Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering module content
5. *Interactive Discussion Questions:*
   - *Q1*
   - *Q2*
   - *Q3*

Module 5: Introduction to Greek word studies
Lexical studies are an important part of research, so students learn how to study the meanings of keys words in their context.
1. *Reading Assignment*
   - Cone, pp.83-86
2. *Reading Content Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering reading content
3. *Interaction Assessment*
   Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering module content
5. *Interactive Discussion Questions:*
   - *Q1*
   - *Q2*
   - *Q3*

Module 6: Introduction to the Greek verb system (part 1)
In part one of the Greek verb system, students are introduced to verb tense, voice, and mood, with emphasis on the indicative mood. Students will also learn how to parse verbs by recognizing key morphemes.
1. *Reading Assignment*
   - Cone, pp.83-86
2. *Reading Content Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering reading content
3. *Interaction Assessment*
   Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering module content
5. *Interactive Discussion Questions:*
   - *Q1*
   - *Q2*
   - *Q3*

Module 7: Introduction to the Greek verb system (part 2)
In part two of the Greek verb system, students learn about other verbal moods: subjunctive, infinitive, imperative, and participle.
1. *Reading Assignment*
   - Cone, pp.83-86
2. *Reading Content Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering reading content
3. *Interaction Assessment*
   Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering module content
5. *Interactive Discussion Questions:*
   - *Q1*
   - *Q2*
   - *Q3*

Module 8: Introduction to the Greek verb system (part 3)
In part three of the Greek verb system, students learn about other verbal aspect and how that affects translation and interpretation. Discussion will include how aspect, tense, voice, mood, and Aktionsart work together.
1. *Reading Assignment*
   - Cone, pp.83-86
2. *Reading Content Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering reading content
3. *Interaction Assessment*
   Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond

to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

4. *Module Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering module content
5. *Interactive Discussion Questions:*
   - *Q1*
   - *Q2*
   - *Q3*

Module 9: Introduction to phrasing, diagramming, and outlining

Phrasing and diagramming can be useful tools in studying pericopes of various lengths with the goal of determining the author's thought flow, a requirement for creating an outline of a passage that can be used for sharing with others.

1. *Reading Assignment*
   - Cone, pp.83-86
2. *Reading Content Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering reading content
3. *Interaction Assessment*
   Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering module content
5. *Interactive Discussion Questions:*
   - *Q1*
   - *Q2*
   - *Q3*

Module 10: Using the languages in Bible study and ministry

Having laid a foundation in the basics of the Greek of the New Testament, students learn principles and practices for using resources that engage directly with the Greek text. Attention is given to English Bible translations, commentaries, and technology.

1. *Reading Assignment*
   - Cone, pp.83-86
2. *Reading Content Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering reading content
3. *Interaction Assessment*
   Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*
   Learners will complete a 20-question multiple choice quiz/test covering module content
5. *Interactive Discussion Questions:*
   - *Q1*
   - *Q2*
   - *Q3*

Course Content Assessment
Learners will complete a multiple-choice cumulative exam (faculty must provide the exam, which should include 5 questions from each module quiz or topic)

Competency Assessment
Learners will select and complete any 1 of the 3 competency assignments. Specifics of the assessment *must* be preapproved by the Mentoring Professor:
1. Practical Engagement Component – a practical social engagement of 1–1.5 hours applying principles covered in the course, and a 1000-word report discussing: (1) Introduction of the Engagement, (2) Methodology, (3) Summary of What Happened, and (4) Benefits and Implications
2. Writing Component – a publishable quality paper of 3000–5000 words on an approved topic related to the course material.
3. Teaching Encounter Component – preparing, delivering, recording, and submitting a 20–40 minute teaching to a live audience on an approved topic related to the course material.

V. LEARNING OUTCOMES

Course Learning Outcomes (CLOs)
1. Learn the Greek alphabet, the formation and pronunciation of Greek words, and how to use this knowledge to recognize and to look up words in original language resources for Bible study and interpretation. (VLO 1-5)
2. Learn the elements of basic Greek grammar. (VLO 1-5)
3. Develop understanding and study skills related to the importance of Koine Greek in the practice of Bible study. (VLO 1-5)
4. Evaluate various methods for following the writer's flow of thought in a passage. (VLO 1-5)
5. Develop an understanding for why translations are different and the ability to make comparisons between translations. (VLO 1-5)

Program Learning Outcomes (PLOs)
1. To prepare Learners for roles in transformative education teaching and service roles in applied faith contexts.
2. To provide Learners a foundation for effective individual and organizational leadership in diverse environments in applied faith contexts.
3. To help Learners express the Biblical worldview foundation for empowering people and building communities.
4. To strengthen Learners in formulating a Biblical approach to transformative learning and leadership in applied faith contexts.

Agathon UAF Learning Outcomes (ALOs)
1. *Critical Thinking, Problem Solving, and Research* – Learners will demonstrate ability to think critically from a Biblical worldview platform, solve problems, and conduct interdisciplinary research at a level appropriate to their program, and in a way that is gracious and beneficial to those operating within other worldviews.
2. *Personal Growth* – Learners will understand how learning is related to personal growth, and will be challenged to grow in their thinking, communication, conduct, and engagement with others.
3. *Skills Development* – Learners will advance in skills related to their area of learning, demonstrating a level of competency appropriate to their program.

4. *Social Responsibility* – Learners will appreciate the diversity in and value of others as designed by our Creator and will grow in willingness and capability to serve others.
5. *Worldview Applications* – Learners will become capable at thinking from a Biblical worldview perspective and will understand the relationship of description and prescription, so that they can ground their actions in sound principles.

VI. ASSIGNMENTS AND GRADING RUBRIC (1000 POINTS)

Module Assessments	(20 points each x 10)	200 Points	CLO #1,2 / PLO #3,4 / ALO #1,2
Reading Content Assessments	(20 points each x 10)	200 Points	CLO #1 / PLO #3,4 / ALO #1,2
Interaction Assessments	(10 points each x 10)	100 Points	CLO #2,3 / PLO #3,4 / ALO #2,4
Course Content Assessment		250 Points	CLO #1,2 / PLO #3,4 / ALO #3,5
Competency Assessment		250 Points	CLO #2,3 / PLO #1,2 / ALO #4,5
Total Available Points		1000 Points	

View the Agathon UAF Grading Policy and Assessment Rubrics Here

VII. GRADING SCALE

91-100%	A
81-90%	B
71-80%	C
61-70%	D
0-60%	F

VIII. CARNEGIE UNIT CREDIT HOUR EQUIVALENT

Total Hours of Module Content:	20 hours
Total Hours of Reading Content:	40 hours
Total Hours of Minor Assessments:	40 hours
Total Hours of Major Assessment:	35 hours

Equivalent of 3 Credit Hours (45 hours of total course time per credit hour)