


## B206 Introductory Greek II

3 credits. Prerequisites: B205 Introductory Greek I.

 Mississauga Campus  Livestream  Video on Demand

 Saskatoon Campus with Remote Prof

January 12 - April 17, 2026

Winter 2026 Semester

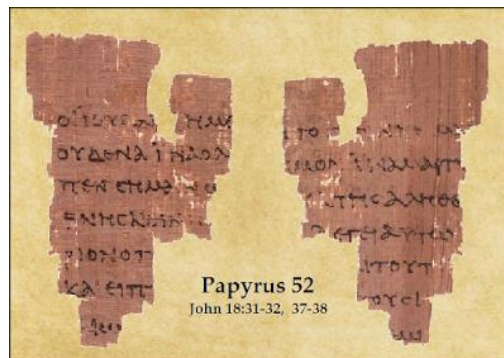
Monday's\*\*, 6pm - 9pm ET (5pm - 8pm SK\*)

\*Time changes mid-semester, After Mar 8 (4pm-6pm SK)

\*\*One class will be rescheduled due to holidays

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### Course Goals


#### Course Description

As a continuation of Introductory Greek I, the purpose of this course is to immerse the student into Koine Greek grammar and vocabulary that will aid in translating the New Testament. The learning resources and exercises are designed to prepare the student to begin to become a competent reader of the New Testament.

#### Relationship to Horizon and MCS's Mission

This course prepares students for Spirit-empowered life and ministry by equipping them to understand and apply biblical truth with greater proficiency. During this second semester of Greek studies, students will continue to attain the skills needed to begin reading simpler passages of the Greek NT.

#### Core Competencies and Learning Outcomes

-  To demonstrate competency in *Biblical and Theological Literacy*, students will
1. Learn the rudiments of Greek morphology (word forms) and syntax (the arrangement of words in a sentence) and gain proficiency in translating basic Greek constructions.

*Assessment:* Grammar Quizzes; Mounce's Workbook Exercises; Mid-term and Final Exams

2. Continue to build a basic NT Greek vocabulary.
  - *Assessment:* Vocabulary Quizzes; Mounce's Workbook Exercises; Mid-term and Final Exams
3. Read portions of the Greek NT.
  - *Assessment:* Grammar Quizzes; Mounce's Workbook Exercises; Mid-term and Final Exams

## Course Work

### Required Readings

Mounce, William D. *Basics of Biblical Greek Grammar*. Fourth Edition. Grand Rapids: Zondervan Academic, 2019. ISBN: 9780310537434.  
<https://thedtl.on.worldcat.org/oclc/1084668439>

\_\_\_\_\_. *Basics of Biblical Greek Workbook*. Fourth Edition. Grand Rapids: Zondervan Academic, 2019. ISBN: 9780310537472. **\*Students must purchase this workbook so they can complete the exercises.**

\_\_\_\_\_. *Basics of Biblical Greek Vocabulary Cards*. Second Edition. Grand Rapids: Zondervan Academic, 2019. ISBN: 9780310598763. (See also the online resource at <https://www.billmounce.com/flashworks>)

\*\*While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

### Course Assignments and Activities

1. *Mounce's Workbook Exercises* 15%

After studying each lesson in class, each student will complete the accompanying written exercises in Mounce's *Workbook*. These exercises will be assessed for completion and spot-checked for accuracy. Students are required to complete all parts of the workbook that are assigned in class by the professor each week. Kindly ensure that your writing is **clear** and **legible**.

- Related learning outcome(s): #1, 2, 3.
- **Due date:** see the schedule below.

2. *Vocabulary Quizzes* 15%

These quizzes will typically fall on **Wednesdays** (*except once on Monday, March 9*) and will be administered through Populi. They will be based on Mounce's vocabulary lists, located at the end of most chapters. They will be cumulative, with approximately 50% devoted to words introduced since the last quiz. Students are required to take the vocabulary quizzes at the

scheduled time and are not permitted to use notes, textbooks, or any other aids. See the additional guidelines for quizzes below.

- Related learning outcome: #2.
- **Due date:** see the schedule below.

### 3. *Grammar Quizzes.* 15%

Like the vocabulary quizzes, these will be cumulative. They are designed to point out areas where further study is needed. The grammar quizzes will occur at the beginning of class on **Monday** evenings (*except Wednesday, Feb 11 and Friday, Feb 20*). Students are required to take the grammar quizzes at the scheduled time and are not permitted to use notes, textbooks, or any other aids. See the additional guidelines for quizzes below.

- Related learning outcomes: #1, 3
- **Due date:** see the schedule below.

*Guidelines for both vocabulary and grammar quizzes:*

- Missed quizzes cannot be ‘made up’ except in extraordinary circumstances, or by prior arrangement with the instructor.
- Grammar Quizzes begin promptly at the beginning of each class. Students who arrive late will not be given extra time.
- Additional instructions will be provided on Populi or will be given in class.

### 4. *Mid-Term Examination* 20%

The midterm exam will take place during the first part of the lecture on **Wednesday, Feb. 18**. It will cover all grammar, forms, and vocabulary studied so far, based on the first 29 chapters of Mounce. Students are required to take the exam at the scheduled time and are not permitted to use notes, textbooks, or any other aids. Additional instructions will be provided on Populi.

- Related learning outcomes: #1, 2, 3
- **Assignment length:** 85 min.
- **Due date:** Feb. 18, 2026

### 5. *Final Examination* 35%

The final exam will cover all grammar, forms, and vocabulary studied throughout both semesters. Students may choose a time that works best for them on either April 13 or 14. Students are not permitted to use notes, textbooks, or any other aids. Additional instructions will be provided on Populi.

- Related learning outcomes: #1, 2, 3
- **Assignment length:** 3 hours.
- **Due date:** April 13 or 14, 2026

## Course Outline / Class Schedule

Date	Class Topic	Grammar Quizzes	Vocabulary Quizzes	Workbook Submissions
Jan 12 Monday	Class Introduction and Review Mounce 22: Second Aorist Active/Middle Indicative			
Jan 14 Wednesday			Vocabulary Quiz → 24	

Jan 15 Thursday				22 Workbook Submissions
Jan 19 Monday	Mounce 23: First Aorist Active/Middle Mounce 24: Aorist and Future Passive Indicative	Grammar Quiz → 22		
Jan 21 Wednesday			Vocabulary Quiz → 25	
Jan 22 Thursday				23-24 Workbook Submissions
Jan 26 Monday	Mounce 25: Perfect Indicative	Grammar Quiz → 24		
Jan 28 Wednesday			Vocabulary Quiz → 27	
Jan 29 Thursday				25 Workbook Submissions
Feb 2 Monday	Mounce 26-27: Present Adverbial Participles	Grammar Quiz → 25		
Feb 4 Wednesday			Vocabulary Quiz → 29	
Feb 5 Thursday				26-27 Workbook Submissions
Feb 9 Monday	Mounce 28: Aorist Adverbial Participles, Mounce 29: Adjectival Participles Review	Grammar Quiz → 27		
Feb 11 Wednesday		Grammar Quiz → 29		
Feb 12 Thursday				28-29 Workbook Submissions
Feb 16	<b>Family Day - No Class</b>			
Feb 18 Wednesday Class	<b>Wednesday: Mid-Term Examination</b> Mounce 30: Perfect Participles and Genitive Absolutes			
Feb 19-20 (Thu – Fri)	Revisions (Midterm Exam, Workbook Exercises, Grammar & Vocabulary Quizzes)			
Feb 20 Friday		Grammar Quiz → 30		
Feb 21 Saturday				30 Workbook Submissions
Feb 23 – 27	<b>Fall Reading Week - No Class</b>			
Mar 2 – 6	<b>MODULE Week - No Class</b>			
Mar 9 Monday	Mounce 31: Subjunctive (+ Review)		Vocabulary Quiz → 31	
Mar 11 Wednesday			Vocabulary Quiz → 33	
Mar 12 Thursday				31 Workbook Submissions
Mar 16 Monday	Mounce 32: Infinitive	Grammar Quiz → 31		

Mar 18 Wednesday			Vocabulary Quiz → 34	
Mar 19 Thursday				32 Workbook Submissions
Mar 23 Monday	Mounce 33: Imperative Mood	Grammar Quiz → 32		
Mar 25 Wednesday			Vocabulary Quiz → 35	
Mar 26 Thursday				33 Workbook Submissions
Mar 30 Monday	Mounce 34: Indicative of δίδωμι Mounce 35: Nonindicative Forms of δίδωμι	Grammar Quiz → 33		
Apr 1 Wednesday			Vocabulary Quiz → 36	
Apr 2 Thursday				34-35 Workbook Submissions
Apr 6 Monday	Mounce 36, ἵστημι, τίθημι, δείκνυμι Final Exam Review	Grammar Quiz → 35		
Apr 9 Thursday				36 Workbook Submissions
Apr 13-14 (Mo-Tu)	<b>Final Exam</b>			
Apr 15-17 (Wed – Fri)	Revisions (Final Exam, Workbook Exercises, Grammar & Vocabulary Quizzes)			

### Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *different* assignment due dates as in-class students.

Date	Class Topic	Grammar Quizzes	Vocabulary Quizzes	Workbook Submissions
until Jan 17	Class Introduction and Review Mounce 22: Second Aorist Active/Middle Indicative			
Jan 19 Monday			Vocabulary Quiz → 24	
Jan 20 Tuesday				22 Workbook Submissions
until Jan 24	Mounce 23: First Aorist Active/Middle Mounce 24: Aorist and Future Passive Indicative	Grammar Quiz → 22		
Jan 26 Monday			Vocabulary Quiz → 25	

Jan 27 Tuesday				23-24 Workbook Submissions
until Jan 31	Mounce 25: Perfect Indicative	Grammar Quiz → 24		
Feb 2 Monday			Vocabulary Quiz → 27	
Feb 3 Tuesday				25 Workbook Submissions
until Feb 7	Mounce 26-27: Present Adverbial Participles	Grammar Quiz → 25		
Feb 9 Monday			Vocabulary Quiz → 29	
Feb 10 Tuesday				26-27 Workbook Submissions
until Feb 14	Mounce 28: Aorist Adverbial Participles, Mounce 29: Adjectival Participles Review	Grammar Quiz → 27		
<b>Feb 15 Sunday</b>		<b>Grammar Quiz → 29</b>		
<b>Feb 16</b>	<b>Family Day - No Class</b>			
Feb 17 Tuesday				28-29 Workbook Submissions
<b>until Feb 21</b>	<b>Mid-Term Examination</b> Mounce 30: Perfect Participles and Genitive Absolutes			
Feb 23 Monday		<b>Grammar Quiz → 30</b>		
Feb 24 Tuesday				<b>30 Workbook Submissions</b>
Feb 25-27	Revisions (Midterm Exam, Workbook Exercises, Grammar & Vocabulary Quizzes)			
until Mar 14	Mounce 31: Subjunctive (+ Review)		<b>Vocabulary Quiz → 31</b>	
Mar 16 Monday			Vocabulary Quiz → 33	
Mar 17 Tuesday				31 Workbook Submissions
until Mar 21	Mounce 32: Infinitive	Grammar Quiz → 31		
Mar 23 Monday			Vocabulary Quiz → 34	
Mar 24 Tuesday				32 Workbook Submissions
until Mar 28	Mounce 33: Imperative Mood	Grammar Quiz → 32		
Mar 30 Monday			Vocabulary Quiz → 35	
Mar 31 Tuesday				33 Workbook Submissions

until Apr 4	Mounce 34: Indicative of δίδωμι Mounce 35: Nonindicative Forms of δίδωμι	Grammar Quiz → 33		
Apr 6 Monday			Vocabulary Quiz → 36	
Apr 7 Tuesday				34-35 Workbook Submissions
until Apr 10 Friday	Mounce 36, ἴσθημι, τίθημι, δείκνυμι Final Exam Review	Grammar Quiz → 35		
Apr 11 Saturday				36 Workbook Submissions
Apr 13-14 (Mo-Tu)	<b>Final Exam</b>			
Apr 15-17 (Wed – Fri)	Revisions (Final Exam, Workbook Exercises, Grammar & Vocabulary Quizzes)			

- VOD students are required to watch and engage with all lecture content and in-class activities from the previous week’s classes. Students will watch the lectures according to the following schedule:
  - Day 1 Lectures and Report due January 17
  - Day 2 Lectures and Report due January 24
  - Day 3 Lectures and Report due January 31
  - Day 4 Lectures and Report due February 7
  - Day 5 Lectures and Report due February 14
  - Day 6 Lectures and Report due February 21
  - Day 7 Lectures and Report due March 14
  - Day 8 Lectures and Report due March 21
  - Day 9 Lectures and Report due March 28
  - Day 10 Lectures and Report due April 4
  - Day 11 Lectures and Report due **April 10 (\*Friday)**
- By the due dates noted above, VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- Additional instructions for workbook submissions, quizzes, and exams will be provided on Populi or given in class.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Late Assignment and Extension policy applies to all VOD Report submissions.

**Estimate of Time Investment** (individual time investments may vary)

Classroom time	33 hrs	N/A	Assignment Weighting
1. Mounce’s workbook exercises	15 hrs	See above	15%

2. Vocabulary Quizzes	15 hrs	See above	15%
3. Grammar Quizzes	20 hrs	See above	15%
4. Midterm Exam	5 hrs	Feb. 18 (VOD Feb 18-21)	20%
5. Final Exam	10 hrs	Apr. 13-14	35%
Total =		98 hrs	

All assignments are due at **11:59pm ET** unless otherwise indicated.

### Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

### Revisions

- If a student scores less than 70% in the quizzes or the workbook exercises for the first half of the course or for the second half of the course, there will be a revision opportunity covering the material from that section, see dates in the table above. For revision students may be asked to complete an alternate assignment based on material in that particular section.
- **No assignments will be accepted after April 17, 2026.**

## Academic Policies

### General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

### Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

### Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

### Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

### Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Assignments that do not meet competency will receive a 0. A final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalence
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated <b>excellent</b> achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM			C+	2.3	67-69
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	Beginning to meet expectations	Student was <b>beginning to meet</b> one or more learning outcomes.	C	2.0	63-66
			C-	1.7	60-62
NY M	Not yet meeting expectations	Student made <b>insufficient progress</b> toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

### Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at [wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu)). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

### Class Attendance (On Campus or Livestreaming)

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Livestreaming Etiquette**

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

### **Use of Technology**

Horizon and MCS encourage the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

### **Bibliography**

#### ***Grammar Reference Books***

- Adam, A. K. M. *A Grammar for New Testament Greek*. Nashville: Abingdon, 1999.
- Baugh, S. M. *A New Testament Greek Primer*. 3<sup>d</sup> ed. Phillipsburg, NJ: P&R Publishing, 2012.
- Black, David Alan. *Learn to Read New Testament Greek*. 3<sup>d</sup> ed. Nashville: B&H Academic, 2009.
- Bouter, Ma Chris. *New Testament Greek for Beginners*. Morrisville, NC: Lulu Press, 2013.
- Campbell, Constantine R. *Reading Biblical Greek*. Grand Rapids: Zondervan Academic, 2017.
- Countryman, L. William. *The New Testament is in Greek: A Short Course for Exegetes*. Grand Rapids: Eerdmans, 1993.
- Croy, N. Clayton. *A Primer of Biblical Greek*. Grand Rapids: Eerdmans, 2011.
- Dobson, John. *Learn New Testament Greek*. 3<sup>rd</sup> ed. Grand Rapids: Baker, 2014.
- Duff, Jeremy. *The Elements of New Testament Greek*. 3<sup>rd</sup> ed. Cambridge: Cambridge University Press, 2005.
- Efird, James M. *A Grammar for New Testament Greek*. Nashville: Abingdon, 1990.
- Gatchell, Christine. *Elementary Greek: Koine for Beginners: Year One with Daily Lesson Plans for a 30-Week Course*. Highlands Ranch, CO: Open Texture, 2007.
- Hadjiantoniou, George Aristotle. *A Basic Grammar of New Testament Greek*. Revised. Chattanooga, TN: AMG Publishers, 1998.
- Harris, Dana M. *Introduction to Biblical Greek: Grammar*. Grand Rapids: Zondervan Academic, 2020.
- Hewett, James Allen. *New Testament Greek: A Beginning and Intermediate Grammar*. Revised. Peabody, MA: Hendrickson, 2009.
- Hudson, D. F. *New Testament Greek*. Lincolnwood, IL: NTC Publishing Group, 1975.
- Machen, J. Gresham. *New Testament Greek for Beginners*. 2<sup>nd</sup> ed. Revised by Dan G. McCartney. Upper Saddle River, NJ: Pearson Prentice Hall, 2004.
- Merkle, Benjamin L., and Robert L. Plummer. *Beginning with New Testament Greek: An Introductory Study of the Grammar and Syntax of the New Testament*. Nashville: B&H Publishing Group, 2020.
- Mounce, William D. *Basics of Biblical Greek Grammar*. 4<sup>th</sup> ed. Grand Rapids: Zondervan, 2019.
- Reed, Jeffrey T., Matthew Brook O'Donnell, and Stanley E. Porter. *Fundamentals of New Testament Greek*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company, 2019.
- Stevens, Gerald. *New Testament Greek Primer*. New Orleans: Jerusalem Publications, 2009.
- Summers, Ray. *Essentials of New Testament Greek*. Revised. Nashville: B&H Academic, 2019.
- Wenham, J. W. *The Elements of New Testament Greek*. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press, 1973.
- Zacharias, Danny. *Biblical Greek Made Simple*. Bellingham, WA: Lexham Press, 2018.

**Accents**

- Carson, D. A. *Greek Accents: A Student's Manual*. 1985. Repr. Grand Rapids: Baker, 1995.
- Dana, H. E., and Julius R. Mantey. "Accent." Pages 26-32 in *A Manual Grammar of the Greek New Testament*. Toronto: Macmillan, 1955.
- Mastronarde, Donald J. "Ancient Greek Tutorials." <http://socrates.berkeley.edu/~ancgreek/>.
- Probert, Philomen. *A New Short Guide to the Accentuation of Ancient Greek*. London: Bristol Classical Press, 2003.

**Dictionaries, Lexicons**

- Dean, Margaret. *Reading New Testament Greek: Complete Word Lists and Reader's Guide*. Peabody, MA: Hendrickson Publishers, 1993.
- Fresch, Christopher J. *A Book-by-Book Guide to New Testament Greek Vocabulary*. Grand Rapids: Baker Academic, 2019.
- Louw, Johannes P., and Eugene A. Nida. *Greek-English Lexicon of the New Testament Based on Semantic Domains*. 2 vols. New York: United Bible Societies, 1988.
- Michael, T., and W. Halcomb. *800 Words and Images: A New Testament Greek Vocabulary Builder*. GlossaHouse, 2013.
- Pate, M., ed. *A Concise Lexicon for the Original Koine Greek New Testament*. 2011.
- Pennington, Jonathan T. *New Testament Greek Vocabulary*. Grand Rapids: Zondervan, 2001.
- Trenchard, Warren C. *A Concise Dictionary of New Testament Greek*. Cambridge: Cambridge University Press, 2003.
- Van Voorst, Robert E. *Building Your New Testament Greek Vocabulary*. 3<sup>d</sup> ed. Grand Rapids: Eerdmans, 1999.

**Reading Resources**

1. Nestle-Aland 28
2. The Tyndale House Greek New Testament
3. UBS 5 Greek Bible
4. "The New Testament in the Original Greek": Reading the New Testament in its original language is a practical way to apply your knowledge.
5. Goodrich, Richard J., Lukaszewski, Albert L. "A Reader's Greek New Testament". This includes vocabulary aids and is designed for those who are beginning to read Greek texts.
6. Quattuor Evangeliorum Synopsis

**Additional books**

- Ackerman, David. *Grammatical Notes for New Testament Greek*.

- Fanning, Buist M. *Verbal Aspect in New Testament Greek*. Oxford Theology and Religion Monographs. Oxford: Clarendon Press, 1990.
- Huffman, Douglas S. *The Handy Guide to New Testament Greek: Grammar, Syntax, and Diagramming*. Grand Rapids: Kregel Academic, 2012.
- Lamerson, Samuel. *English Grammar to Ace New Testament Greek*. Grand Rapids, MI: Zondervan, 2004.
- Land, Darin H. *Reboot Your Greek: A Forty-Day New Testament Greek Refresher*. Eugene, OR: Wipf and Stock, 2013.
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- Merkle, Benjamin L., and Robert L. Plummer. *Greek for Life: Strategies for Learning, Retaining, and Reviving New Testament Greek*. Grand Rapids: Baker Academic, 2017.
- Metzger, Bruce M. *Lexical Aids for Students of New Testament Greek*. Grand Rapids: Baker Academic, 1998.
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- Mounce, William D. *Greek for the Rest of Us: Using Greek Tools without Mastering Biblical Greek*. 2nd ed. Grand Rapids: Zondervan, 2013.
- Mueller, Walter. *Grammatical Aids for Students of New Testament Greek*. Grand Rapids: Eerdmans, 1972.
- Simpson, Graham. *A Student's Guide to New Testament Greek*. Eugene, OR: Wipf and Stock, 2018.
- Wenham, J. W. *Key to The Elements of New Testament Greek*. Cambridge: Cambridge University Press, 1971.
- Windham, Neal. *New Testament Greek for Preachers and Teachers: A Refreshing Guide to Grammar and Exegesis*. Grand Rapids: Baker Academic, 2001.

### ***Apps and Software (Greek Study Tools)***

*Offer extensive resources for studying Koine Greek, including interlinear texts and parsing tools.*

1. Logos Bible Software
2. Accordance
3. FlashGreek
4. ParseGreek (ParseGreek LITE - limited to 10 cards in the quiz)
5. *Others.*

### ***Facebook Groups***

There are several groups dedicated to the study of Koine Greek where you can ask questions and share resources. (ex. *Nerdy Biblical Majors Facebook Group*)

### ***Online resources***

1. Bible Gateway <https://www.biblegateway.com/versions/>
2. Greek Documents <https://greekdoc.github.io/index.html>
3. GNT Reader <https://gntreader.com/?b=EPH&c=1&v=1>
4. Interlinear Bible <https://biblehub.com/interlinear/>
5. Lumina <https://netbible.org/about/>
6. Step <https://www.stepbible.org/>
7. Textkit Greek and Latin <https://www.textkit.com/> (Offers a variety of resources for learning ancient languages, including Koine Greek. They provide free textbooks, grammatical explanations, and exercises.)
8. Henry George Liddell, Robert Scott, A Greek-English Lexicon <https://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.04.0057>
9. Henry George Liddell, Robert Scott, An Intermediate Greek-English Lexicon <https://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.04.0058>
10. B-Greek: The Biblical Greek Forum <https://www.ibiblio.org/bgreek/forum/index.php>
11. Flashcards of New Testament Greek Words <https://quizlet.com/au/37634862/nt-greek-words-frequency-down-to-10-flash-cards/>