

Greek New Testament Reading Course

Yearlong, September 2021-May 2022

ELIGIBLE STUDENTS:

Ages 14+ *Necessary skills include: reading fluency at high school level; mastery of English grammar; independent study at high school level.*

Class Dates: Beginning Thursday, September 9, 2021; running through Thursday, May 26, 2022. (ORIENTATION: Thursday, September 2)

Class Times: Thursdays, 1:30 pm-2:30 pm EST (60 minutes)

Instructor: Mallory Stripling

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SCHEDULE FOR GREEK NEW TESTAMENT READING COURSE:

Orientation: Thursday, September 2

First Day of Class: Thursday, September 9

Thanksgiving Break: No class on Thursday, November 25

Resume: Thursday, December 9

Christmas Break: No classes on December 23, 31, January 6

Resume: Thursday, January 13

SRS Winter Break: No class on Thursday, February 17

Resume: Thursday, February 24

Holy Week Break: No class on Thursday, April 21 (Holy Thursday)

Resume: Thursday, April 28 (Bright Thursday)

Last Class: Thursday, May 26

GREEK NEW TESTAMENT READING COURSE MAP:

QUARTER 1

Active Indicative Verb Forms
Nouns and Adjectives of 1st and 2nd
Declensions
Hymns and prayers
Readings from lectionary

QUARTER 2

Prepositions and Pronouns
Middle and Passive Indicative Verb
Forms
Hymns and prayers
Readings from lectionary

QUARTER 3

Nouns of 3rd Declension
Adjectives, Pronouns, Numerals of
1st and 3rd Declension
Contract and Liquid Verbs
Hymns and prayers Begin study of a
Gospel

QUARTER 4

Participles
Infinitives
Subjunctive, Optative, and Impera-
tive Moods
Hymns and prayers
Continue study of a Gospel

OFFICE HOURS: Contact Mrs. Stripling to determine the best time to meet via Zoom or talk on the phone to ask questions or discuss concerns. MWF afternoons are usually the best time.

REQUIRED COURSE TEXTS:

The course text is [Learn to Read New Testament Greek](#) by David Alan Black. Please also buy the [workbook](#) for this text and a concise New Testament Greek lexicon, such as the one found [here](#).

OPTIONAL COURSE TEXTS: Students will be provided with the Greek texts that we will be reading and can print them out for study, but may also enjoy reading from an interlinear [Greek New Testament](#).

GREEK NEW TESTAMENT READING COURSE COURSE DESCRIPTION:

In this course, students will work through the entirety of David Alan Black's *Learn to Read New Testament Greek*, learning all the grammatical paradigms and concepts as well as about 75% of the vocabulary necessary to read the New Testament in Greek, with the aid of a lexicon. Students will also read prayers from the Liturgy of St. John Chrysostom and other Orthodox prayers, learn to sing hymns from the liturgical year, study the Gospel and Epistle texts prescribed in the lectionary, and begin the study of one of the Gospels.

This course can be taken more than once, with repeat students using the textbook material for review, and spending more time on extra Scripture reading and translation.

The following is a description of how classes *generally* will be conducted.

During each class meeting, Mrs. Stripling will begin by leading the students in grading their own exercises from previous lessons. Students will be asked to give their answers, with Mrs. Stripling coaching them through the correction of errors. Students will also recite paradigms and be asked to define Greek vocabulary words in English. Mrs. Stripling will then teach from the next chapter in the text, introducing new vocabulary words and Greek grammar concepts and paradigms. Students will practice the new skills with direction from Mrs. Stripling.

During each class, students will practice reading prayers and singing hymns, receiving (encouraging) critiques of their Greek pronunciation. Recordings of native Greek-speakers singing hymns will often give color to the lessons, as well as icons with Greek inscriptions.

The fact that our class only meets once a week defines the scope of our work together. The purpose of our class meeting is to offer live instruction from a skilled teacher, who can explain the content of the course in a responsive way, giving students closer guidance than they would receive from a textbook, in a difficult subject many parents do not feel equipped to teach. The class meeting is also a time to coach students in their practice of skills they will need as they study Greek on the other four days of the week. Finally, Mrs. Stripling intends the course to be a community of learners, who gain strength and inspiration from each other, integrating their Orthodox faith and their study of Greek.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Young children need their parents to manage their lives; as they mature, good students work with their parents to learn how to manage their lives, including their academic responsibilities. Students enrolling in St. Raphael School's Greek program should plan to work with their parents to develop the following *Executive Function Skills* needed for mature, successful academic work, and indeed, spiritual development as well.

1. An Engaged Student: One who is willing to step into the arena of class discussion, ask questions, supply answers. An engaged student will *notice and be uncomfortable with cognitive dissonance* experienced when what the teacher is saying doesn't fit with his own understanding (indicating that somebody is wrong,) and then seek harmony by expressing this discomfort through a question. For example, the red ink on an incorrect test answer should be the LAST sign that a student did not understand the lesson.

2. Note Taking: A student who notes important and relevant content in an organized fashion. He would then consult his notes, independently, for application in assignments. For example, Mrs. Stripling will often expand on the Greek vocabulary given in the textbook with related English words or Orthodox terms (“*Doron* = gift, and *anti* = instead of. We eat *antidoron* bread after Communion so that if we cough, we spit out this bread *instead of the gift* of the Eucharist.”) A mature student will note comments such as this and use them to aid memory.

3. Attention to Detail & Preparedness: These students are ones who consistently adhere to deadlines, confirm technology is working prior to the start of class, come to class with all necessary materials and with physical needs taken care of, determine on their own how to proceed after an absence, etc.

4. Employ Critiques: These students are ones who receive feedback, either oral or written, and then are sure to apply that feedback to future work rather than repeating mistakes. These students also glean information from the live class critiques of fellow students and note mistakes to avoid by learning from others.

5. Initiative/Maturity: This student would hear the teacher make comments to the group (“Some of you still need to work on memorizing this”) and be able to assess whether or not the teacher was describing her work. She would then take the initiative to direct her efforts towards that area, and schedule office hours with her teacher if necessary.

STUDENT EXPECTATIONS IN ACTION

As noted above in the Course Description, the fact that this course only meets for sixty minutes each week is definitive. The text covered in this course is very challenging, and students cannot expect to learn Greek by showing up to class once a week and having the information poured into their brains. Mrs. Stripling is there to introduce new concepts and model skills, and then to help the students understand the concepts and practice the skills, equipping them to work independently the other four days of the week. On these other four days, families should plan for students to do the following. Parents’ level of involvement will vary, depending on the maturity of the student.

- **Daily-** Read one section of the chapter in the textbook.
- **Daily-** Complete exercises in the workbook and check own work with the teacher’s guide, repeating the exercise until correct and seeking clarification from the textbook if necessary.
- **Daily-** Reciting all previously memorized paradigms, as well as working on new paradigms
- **Daily-** Reading assigned Scriptural text, and other associated exercises
- **2-3 days a week-** Listening to the assigned hymn in Greek, reading the Greek text aloud, writing it out in Greek, and working towards being able to sing it fluently (usually over a month’s time)

- **2-3 days a week**-Reviewing vocabulary on a regular (perhaps not daily) basis with flashcards
- **Weekly**- Making new flashcards each week from vocabulary given in current lesson, as well as any extra vocabulary Mrs. Stripling has assigned from hymns
- **Weekly**- Taking a test on the week's chapter, with no study aids, preferably during the morning before class. Students will grade their own tests during class.

During class meetings, students are expected to show that they are developing the Executive Function Skills mentioned above, as well as showing kindness and respect for others. Specific protocol for respectful and efficient use of the Zoom classroom will be discussed in our orientation meeting.

STUDENT EVALUATION: GRADING

There are two main aspects of a student's performance that should be taken into consideration when assigning a grade for an official transcript, or for personal records. The first is the student's written work in the form of workbook exercises, some of which will be uploaded for grading by Mrs. Stripling. The second is student participation in class meetings; Mrs. Stripling will provide comments once a semester on student participation, with suggested letter grade, and parents can monitor exercise grades on Schoology. At semester or year's end can then combine the two grades and assign a grade for the course as they see fit. (St. Raphael is not an accredited institution, so Mrs. Stripling will not be issuing an "official" grade for the course. Please consult your state's guidelines for high school transcripts.)

Assessing Written Work: In the Student Expectations in Action section above, I indicated that students should be checking their daily work against the teacher key, for their own growth. Parents may choose to count the first attempt as the "grade" for that day, or count after the "do-over," or simply refrain from assigning any grade at home and use my grade on their submitted material.

Mrs. Stripling will lead students in checking some of their workbook exercises during each class meeting. *Students should always bring their completed test and a red pen or pencil to class.* As they are checking, they should circle the letter or number of the question they got wrong and write the correct answer next to the wrong answer. This way they are active participants in evaluating their own work.

Participation Assessments: Mrs. Stripling will assess students based on their "performance" in class (meaning they *must* speak in class and always have their cameras on.) See the Mastery Portrait section below for the criteria used for assessment. Comments detailing students' progress will be sent to parents on a quarterly basis.

STUDENT EVALUATION: MASTERY PORTRAIT

Since our class will include students of varying ages, and levels of preparedness, I do not expect every student to *fully* master the following skills, but rather intend this portrait to be an image that they seek to embody. The list proceeds in ascending order, from the

most basic skills to the most complete mastery. Younger or first-time Greek students will be working on the basic skills listed first, and more mature or seasoned Greek students will work their way to the bottom of the list. Throughout their development of the following skills specific to Greek, students should work on the aforementioned Executive Function Skills.

- Fluently decode and pronounce any Greek text
- Sing assigned Byzantine hymns in Greek, eventually from memory, giving an English translation of most of the words in the hymn
- Accurately define Greek vocabulary words given in their lexical form (as seen on the flashcards) and in most cases relate to an English derivative
- Recite the endings of all assigned paradigms
- Classify, diagram, and translate the simple Greek sentences assigned as exercises
- Understand grammatical principles covered in the course as they are embodied in the English language
- Find the stem of any given vocabulary word and accurately decline or conjugate it according to assigned paradigms
- Understand the concept of Greek noun inflection (case, number, gender)
- Understand the concept of Greek verb inflection (person, number, tense/aspect, voice, mood)
- Read a text from the New Testament and parse many if not most of the words
- Reflect on the difficulties of translating ideas from one language to another, as well as on the meaning of the Scriptural texts studied, gaining fresh insight from reading familiar texts in their original language

STUDENT EVALUATION: ACADEMIC DISHONESTY

Students will complete written work privately at home on a regular basis. Students are on their honor to abide by [Scholé Academy's Learning Philosophy](#) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

THE VIRTUAL CLASSROOM:

We will be using the free online “virtual classroom” software provided by Zoom. The virtual classroom will provide students with video, audio and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

We will also be using an online Learning Management System called Schoology to communicate about assignments. In a traditional classroom, the teacher would be handing

out materials to the students physically. Consider Schoology our medium for sharing instructional materials. This is where Mrs. Stripling will be sharing necessary resources such as sheet music for hymns, as well as anything she finds interesting and pertinent to our studies together.

New tools for learning are always being developed. Throughout the school year I may be experimenting with new programs to find the best ways to help students engage actively with the material and the group. If anything is required for you to download or sign up for, I will communicate this clearly via Schoology assignments or messages.

ONE LAST THING: WHAT KIND OF GREEK IS THIS ANYWAY?

When your child tells someone that she is studying Greek, the next part of the conversation may be confusing if you are not clear on what kind of Greek she is learning. We are learning *Biblical Greek*, using *Modern pronunciation*.

Biblical Greek is essentially the same language as “Classical” or Attic Greek, in which Plato, Aristotle, and Thucydides wrote in the century before Christ’s birth. The Septuagint was translated into, and the New Testament was mostly written in a variant of Greek called “Koine,” meaning “common.” This is a simpler form of Greek than Attic Greek. Koine Greek basically persisted into the Byzantine era, so that our Orthodox hymns, liturgy, and much of our theology were written in this language.

Today, the Greek language is very different from the language of the Bible. The influence of Turkish and other languages has infused new vocabulary, and the grammatical structure has become even simpler. To give you a *rough* idea of the different eras, I like to compare Homeric Greek to Old English (*Beowulf*, basically incomprehensible to modern English-speakers without intense study,) Attic Greek to Middle English (Chaucer’s *Canterbury Tales*, readable to us with some knowledge of French and extensive footnotes) and Koine Greek to Elizabethan English (Shakespeare, understandable to us with a bit of effort if we have grown up hearing the King James Bible.) Modern Greek speakers understand Koine Greek pretty well if they have grown up in the Orthodox Church, BUT, learning Koine Greek will not teach you how to ask a modern Greek person where you can buy a fish sandwich.

The other important thing to clarify is that we are using the Modern pronunciation. Scholars differ on how Greek sounded during classical and Biblical times. In the middle ages, a German monk named Erasmus came up with a system of Greek pronunciation that is still used in academic circles today (including non-Orthodox scholars of the Bible.) This system sounds different from the way that Greeks speak today (mainly in vowel sounds, but also in a few of the consonants.) In Greek Orthodox churches and any Orthodox seminary that teaches Biblical Greek, the Modern Greek pronunciation is used for the liturgy, chanting hymns, and reading the Bible. *At St. Raphael School, we have chosen to use the Modern pronunciation, because our study of Greek, besides being an essential part of a classical education, is also an element of our catechism in the Orthodox faith.*

So, when a Greek parishioner tries to make conversation with your student in Greek, or when a friend with a classical education quotes the Bible or Homer in a strange-

sounding accent, you will be able to help your student explain that she is studying *Biblical Greek* (the language of the liturgy) and using the *Modern pronunciation*.

ABOUT THE INSTRUCTOR:

Mallory Stripling begins her seventh year of teaching Greek with St. Raphael School in September of 2021. She embarked on her teaching career as a founding faculty member at Hagia Sophia Classical Academy in Indianapolis, Indiana, where she taught Latin, art, language arts, and science. Mallory is a homeschool alumna and a 2010 graduate of St. John's College in Santa Fe, New Mexico, where she studied philosophy, history, literature, French, Greek, mathematics, science and music. In Santa Fe, she also met and fell in love with the Orthodox Church (into which she was baptized in 2008) and her husband, Matthew (whom she married in 2011.) Matthew and Mallory live in Annapolis, Maryland with a second grader, a kindergartener, and a toddler.