

**2NT 506 A/B GREEK EXEGESIS
ΕΞΗΓΗΣΙΣ ΕΛΛΗΝΙΚΗ**

**RTS Orlando
Spring 2011**

**Instructor, C. E. Hill
Office Hours: Tues. afternoons; Thurs. mornings**

I. Course Objectives Related to MDiv* Student Learning Outcomes

<u>MDiv* Student Learning Outcomes</u> <i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		<u>Rubric</u>	<u>Mini-Justification</u>
		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Moderate	Exegetical Process Notebook enables analytic and synthetic written expression based upon a wide range of data, biblical, theological, historical, and cultural/global in nature.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	The basics of Greek, syntax, and translation, and the fundamentals of exegesis are foundational for a deep and detailed understanding of Scripture’s original meaning and modern application. Also foundational for further research in extra-biblical sources. Study of Galatians promotes the understanding of redemptive history, biblical hermeneutics, etc.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Stress on the WCF’s statement on the necessity of appeal to the OT in Hebrew and the NT in Greek. Frequent reference to theological issues illuminated particularly by the study of Galatians in Greek.
Sanctification	Demonstrates a love for the Triune God that aids the student’s sanctification.	Moderate	Learning Greek is one of the greatest, proven exercises in sanctification! Also the text of Galatians itself promotes sanctification, as the Spirit applies the Word.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Minimal/Moderate	The text of Galatians contributes greatly to a proper Christian world view.
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Moderate	What could be more winsomely Reformed than the study of textual criticism! Also the text of Galatians itself promotes being winsomely Reformed.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Minimal	No preaching techniques are offered here, only the essential materials and methods on which sound preaching is based!

Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Moderate	No study of worship forms or construction of a worship service – only the foundational knowledge and skills for the preacher of God’s Word.
Shepherd	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Minimal	Spiritual maturity begins here! Does the army let you lead warriors into battle without boot camp? I don’t think so.
Church/ World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	The study of the text of Galatians is foundational for understanding inter-church relations.

ASSUMED TEXTS

Aland, K. and B. Aland, *The Text of the New Testament* (Grand Rapids; Eerdmans, 1989)

Bauer, Arndt, Gingrich, Danker, *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, 3rd edn. (Chicago; University of Chicago Press, 2001)

Fee, G., *New Testament Exegesis. A Handbook for Students and Pastors*, rev. edn. (Louisville; Westminster/John Knox, 1993)

Metzger, Bruce M., *Lexical Aids for Students of New Testament Greek* (Abingdon?)

Wallace, D. B., *Greek Grammar Beyond the Basics* (Grand Rapids; Zondervan, 1996)

RECOMMENDED TEXTS

On Greek, the NT text, and Linguistics

Comfort, Philip W., *New Testament Text and Translation Commentary* (Carole Stream, IL: Tyndale House Publishers, Inc., 2008)

Comfort, Philip. W. and David P. Barrett, *The Text of the Earliest New Testament Greek Manuscripts* (Wheaton; Tyndale House, 2001)

Ehrman, Bart, *Misquoting Jesus: The Story Behind Who Changed the Bible and Why* (San Francisco: HarperCollins Publishers, 2006)

Hurtado, Larry, *The Earliest Christian Artifacts. Manuscripts and Christian Origins* (Grand Rapids/Cambridge: Eerdmans, 2006).

Metzger, B. M., *A Textual Commentary on the Greek New Testament* (London/New York; United Bible Societies, 1995)

_____, and Bart Ehrman, *The Text of the New Testament* fourth edition (Oxford, 2005)

Parker, D. C. *An Introduction to the New Testament Manuscripts and their Texts* (Cambridge: CUP, 2008)

Silva, M., *Biblical Words and Their Meanings* (Grand Rapids, 1983), 137-69

_____, *Explorations in Exegetical Method* (Grand Rapids; Baker, 1996)

Swanson, Reuben J., *Galatians, New Testament Greek Manuscripts: Variant Readings Arranged in Horizontal Lines against Codex Vaticanus* (Wheaton, Ill: Tyndale House Publishers, Inc., 1999)

Zerwick, M., and M. Grosvenor, *A Grammatical Analysis of the Greek New Testament* (Rome, Editrice Pontificio Istituto Biblico, 1993)

In addition, there are a number of excellent websites for NT study, including NT text criticism: eg.,

<http://evangelicaltextualcriticism.blogspot.com/> this also has many great links

http://www-user.uni-bremen.de/~wie/ww_tc.html

On Exegesis, Backgrounds

Conzelmann and Lindemann, *Interpreting the New Testament* (Peabody, Mass.; Hendrickson, 1985)

Evans, Craig, *Ancient Texts for New Testament Studies: A Guide to The Background Literature* (Hendrickson, 2005)

Holmes, Michael, ed., *The Apostolic Fathers: Greek Texts and English Translations* (hardback) third edn. (Baker, 2007)

Marshall, I. H., ed., *New Testament Interpretation* (Grand Rapids; Eerdmans, 1977)

Neil, S. and N. T. Wright, *The Interpretation of the New Testament 1861-1986* 2nd edn. (Oxford/New York; OUP, 1988)

Ridderbos, H., *Paul. An Outline of His Theology* (Grand Rapids: Eerdmans, 1975)

On Galatians, Commentaries by

Luther, Calvin, J. B. Lightfoot, Burton (ICC), Ridderbos (NICNT), T. George, J. D. G. Dunn (Black's), Fung (NICNT), R. N. Longenecker (WBC), F. F. Bruce (NIGTC), Betz (Hermeneia)

On Writing (general purposes)

Strunk and White, *The Elements of Style*, Third edn.

The Oxford Guide to English Usage (Oxford, 1993)

CLASSROOM PROCEDURE

The first few minutes of class will be given to a discussion of your readings in Wallace for that week (when Wallace is assigned). Students should come to class ready to translate and discuss various aspects of the Greek text assigned for that day. In-class translation and discussion will constitute half or more of our class time. In addition I will have extended comments from time to time on textual, historical, syntactical, or exegetical issues pertinent to the assignments.

GRADING COMPONENTS

There will be essentially four components, (a) 10 self-corrected quizzes from your reading in Wallace; (b) 2 vocabulary quizzes (words occurring 28 or more times in the NT); (c) 2 translation quizzes from Galatians; (d) and an Exegetical Process Notebook, to be handed in on or before the penultimate class day at 5:00 p.m. (A penalty will be assessed for late submissions on a per-hour basis.)

(a) Each week you are to take and correct your Wallace quizzes. Here is the procedure to follow. First, read the assigned sections in Wallace, without previewing the quiz. Then, take the quiz. Then, correct it yourself using Wallace to find the answers. Write in the correct answers to the questions you missed, in red, so I know which ones you missed. As long as you have corrected each one (in red ink), you will get full credit for that quiz. If you cheat, the red ink will remind you of the blood which is on your own head!! This assignment is to be done by the student individually, not by students working collectively.

(b) You will have two quizzes on vocabulary. Quiz #1 will be on the word lists in Bruce Metzger, *Lexical Aids for Students of NT Greek*, down to and including the list of words occurring 50-55 times (ca. 297 words). Quiz #2, part of your final, will be over the lists from 46-49 to 28-29 times (ca. 165 words).

(c) You will also have two translation quizzes; the second one will be part of your final. These can be over any part of Galatians covered up until that time. You will be asked to parse (full forms, all verbs, including participles and infinitives!), translate, and answer some questions on the syntax of the passage which will show your understanding of the Wallace readings. There may also be some questions concerning textual criticism. Your professor reserves the right to administer additional, pop quizzes on translation if and when he chooses. This threat is meant to reinforce our doctrine of the sovereignty of the professor. It will also add spice to your life.

(d) The *Exegetical Process Notebook* was originally based fairly strictly on Fee's book, but I have "simplified" and modified it quite a bit. It is intended to "walk you through" the steps of exegesis. Most of our Lab time will be devoted to "demonstrating" the kind of thing you can do in each step. Grading of your notebooks will be based on the evident care and thoroughness with which you have completed the processes it outlines. You may use it for other exegetical projects, and modify it to your own liking for future use. If you choose to complete it with pen or pencil, please write legibly!!! (Also, with apologies to the dwindling tree population and all of you Plant Rights people, I would prefer that you print on only one side of the page.) Make sure the notebook is handed in by 5:00 p.m. the term paper deadline. The grade will be lowered one step (e.g., B to B-) for each hour or portion thereof past the deadline! You must write on the front of the Notebook the time and date when you handed it in.

As for class participation in translation, it is notoriously difficult to assign grades for this. You are expected to be prepared to translate and discuss all matters relating to the Greek text of Galatians assigned for that day. Repeated failure to show adequate preparation will result in a lowering of your grade. In addition, I consider the practice we gain in class and the discussion and contributions of your peers to be integral to the design of this course, and a great boon to your learning to use the Greek New Testament. Often, those golden, exegetical insights you would otherwise miss are discovered in class by discussion of the intricacies of the grammar, syntax, lexicography, and theology of Galatians. More than two absences from class will result in an impoverishment of your spiritual progress and a lowering (possibly severe) of your grade. Also, at the risk of sounding grumpy, rescheduling missed quizzes makes life miserable for your instructor. Quizzes taken out of order also have a higher probability of getting lost, stolen, or accidentally given lower grades (oops!). Please try not to miss one.

COMPONENT	TEST MECHANISM	% OF GRADE
Greek		
Wallace	(10) Quizzes	20
Vocabulary	(2) Quizzes	20
Translation	(2) Quizzes	30
Exegesis		
The exegetical process	Exeg. Process Notebook	<u>30</u>
		100