**Course Objectives Related to MDiv* Student Learning Outcomes**

<table>
<thead>
<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Moderate</td>
<td>Students will communicate results of research and will discuss their findings orally; they will prepare a paper on an aspect of the textual criticism or the canon of the New Testament.</td>
</tr>
<tr>
<td><strong>Scripture</strong></td>
<td>Strong</td>
<td>Some of the content of Scripture is studied in detail in terms of its text and the manuscripts which represent it. The whole subject of canon is concerned with Scripture.</td>
</tr>
<tr>
<td><strong>Reformed Theology</strong></td>
<td>Moderate</td>
<td>Assumes and is based on the doctrine of Scripture as expressed in the WCF and other Reformed confessional documents.</td>
</tr>
<tr>
<td><strong>Sanctification</strong></td>
<td>Minimal</td>
<td>Although one could be a complete louse and be an expert on technical matters of canon and textual criticism, a proper approach and appropriation of this material will of great advantage to the ongoing process of the believer’s sanctification.</td>
</tr>
<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Moderate</td>
<td>Understanding the origins of the text and the formation of the Biblical canon is foundational to an informed Christian world and life view.</td>
</tr>
<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>Moderate</td>
<td>What could be more winsomely Reformed than the study of textual criticism – and the manuscripts themselves?</td>
</tr>
<tr>
<td><strong>Preach</strong></td>
<td>Minimal</td>
<td>No preaching techniques are offered here, only part of the essential knowledge on which sound preaching is based.</td>
</tr>
</tbody>
</table>

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.*

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.
Worship
Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.
Minimal
No study of worship forms or construction of a worship service – only some foundational knowledge 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
The shepherd should be better equipped to guard and feed the sheep through successful completion of this course.

Church/World
Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.
Minimal
This course should help to keep denominational and wider ecumenical activity on the right foundation.

Course Description
Introduction to paleography, and the study of the manuscript tradition of the Bible, focusing on texts and their transmission. The course will consist of readings, discussions, some lectures, and student research under the direction of the instructor.

Required Texts.

Recommended Texts. Consider adding many of these to your library!
de Hoop, Raymond, “Unit Delimitation and Exegesis. Isaiah 56 as an Introduction to the Theme,” in *The Impact of Unit Delimitation on Exegesis*. Edited by Raymond de Hoop, Marjo C. A. Korpel, Stanley E. Porter (Leiden/Boston: Brill, 2009), 1-19.
How We Got the New Testament


Tov, Emanuel, *Textual Criticism of the Hebrew Bible* (Fortress, 3rd edn., 2011)


Classroom Procedure

Classes will consist of translation of portions of the NT from manuscripts; instruction on reading and interacting with manuscripts and their paratextual features; and group discussion of weekly research on biblical manuscripts, particularly Codex Vaticanus.

Assignments and Grading

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>% OF GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td>20</td>
</tr>
<tr>
<td>Terminology Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Manuscript work</td>
<td>60</td>
</tr>
<tr>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

*The Research Paper* is to be on some aspect of the textual criticism of the Bible or the canon of the Bible. The particular topic must be approved in advance by the instructor. This could be the study of a selected text critical problem, the study of a particular manuscript or group of manuscripts, the study of the witness of a Father or a text, a synthetic study of a theme or topic in the history of the canon, focusing on Scripture or on post-canonical history. Alternatively, it may be a critical interaction with a modern author on the text or canon of Scripture. Students will be assigned a one-hour slot in class in which to present and then defend their papers. All other students will submit a grade for this presentation (to be considered by the instructor). The papers may then be rewritten and will be submitted at the end of the semester.

*Summary of Reading and Discussion* means that two to four times in the semester (depending upon the enrollment) each student will be responsible for summarizing that week’s readings and leading a discussion based on notes/questions from the readings, for the first hour of class. *The notes for your presentation must be handed in after the presentation.*
Terminology Quiz. The student will take one quiz over basic terminology relevant to paleography and codicology.

SCHEDULE
NOTE: The assignments are subject to change
NOTE: Before the first class, please read Metzger, Bruce, Manuscripts of the Greek Bible, 1-48.

August 27 INTRODUCTION TO THE COURSE
INTERNET RESOURCES
Students will come to the first class having read Metzger, Bruce, Manuscripts of the Greek Bible, 1-48. (49 pp.), and ready to discuss.

September 3 PALAEOGRAPHY
Students will come to class ready to discuss:
Readings:
Orsini, Pasquale, and Willy Clarisse, “Early New Testament Manuscripts and their Dates” (32 pp.)
Nongbri, Brent, “The Use and Abuse of P52: Papyrological Pitfalls in Dating of the Fourth Gospel.” (26 pp.)

September 10 CODICIOLOGY
Students will come to class ready to discuss:
Readings
Turner, Eric C., The Typology of the Early Codex

September 17 TEXTUAL DIVISION IN EARLY MANUSCRIPTS
Students will begin to familiarize themselves with images of Vaticanus and the early NT papyri from the various websites. They will also come to class ready to discuss:
Readings:
Johnson, William A. “The Function of the Paragraphos in Greek Literary Prose Text.” (4 pp.)
de Hoop, Raymond, “Unit Delimitation and Exegesis. Isaiah 56 as an Introduction to the Theme.” (20 pp.)
Hill, “Rightly Dividing the Word: Uncovering an Early Template for Textual Division in John’s Gospel.” (16 pp.)

September 24  **Textual Division of The Gospel of John**
Everyone will work through the chart in Hill, “Rightly Dividing,” comparing to online images, in order to learn the method, and come to class ready to discuss their work.

Additional Reading:

October 1  **Textual Division of The Gospel of Luke**
Everyone will work through the chart on Luke in Hill, “Textual Division in the Other Gospels,” checking them for accuracy, and come to class ready to discuss their work.

Additional Reading:
Charlesworth, Scott D., “Indicators of Catholicity in Early Gospel Manuscripts.” (12 pp.)

October 8  **Textual Division of The Gospels of Matthew and Mark**
Everyone will work through the chart on Matthew and Mark in Hill, “Textual Division in the Other Gospels,” checking them for accuracy, and come to class ready to discuss their work.

Additional Reading:
Hurtado, Larry, “The Greek Fragments of the *Gospel of Thomas* as Artefacts: Papyrological Observations no Papyrus. Oxyrhynchus 1, Papyrus Oxyrhynchus 654 and papyrus Oxyrhynchus 655.” (22 pp.)

October 15  *Reading Week*

October 22  **Student Work in Progress**
For the rest of the course we will be examining textual division in early NT and OT manuscripts.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 29</td>
<td><strong>Student Work in Progress</strong></td>
</tr>
<tr>
<td>November 5</td>
<td><strong>Student Work in Progress</strong></td>
</tr>
<tr>
<td>November 12</td>
<td><strong>Student Work in Progress</strong></td>
</tr>
<tr>
<td>November 19</td>
<td><strong>Student Work in Progress</strong> (Professor gone)</td>
</tr>
<tr>
<td>November 26</td>
<td><em>Thanksgiving Break</em></td>
</tr>
<tr>
<td>December 3</td>
<td><strong>Final Reports/Submission of Student work</strong></td>
</tr>
</tbody>
</table>