I. Course Objectives
- Continue to develop an exegetical method focusing on the Greek text
- Get a handle on the major themes in Colossians and his hermeneutical method
- Increase the students’ Greek vocabulary and basic grammar

II. Course Description taken from the Catalogue
- An exegetical study of the Greek text of Colossians, taking note of its grammar, syntax, vocabulary, and biblical-theological contributions.

III. Texts
- A modern translation of the Bible with cross references (e.g., NIV, ESV, NASB)!
- David Pao, *Colossians and Philemon* (Grand Rapids: Zondervan).

IV. Procedures and Methods
- This class will be a combination of lecture, reading, and discussion.
- Each week students are required to translate and make a sentence flow and D.A.
- Students must come prepared to translate on the spot without any helps.

V. Course Requirements
- **Reading** - Reading the assigned passages is required for an accurate understanding of the lectures and discussions. The professor will ask the student if they have read the assigned material on the reading handout, and it will have columns for a percentage read or skimmed. Unless otherwise noted, reading of Pao’s commentary is required for the portions covered in the syllabus. For example, if the weekly assignment covers Colossians 1:3-5, students are required to read the
corresponding passage in the commentary.

- **Tests**- One exam will be given at the end of the semester. Questions will mainly cover translation, parsing, and the reading.

- **Paper**- One, final paper will be given to provide the student with hands-on experience in interpreting Colossians. Late papers will result in a loss of one letter grade. Late papers will only be accepted after one week past the due date. Only in family emergencies will the professor accept papers after the one-week deadline.

- **Attendance**- Students are expected to attend all lectures, which comprises 10% of the total grade. *Students who have more than two unexcused absences will be penalized on their final course grade 2% per additional unexcused absence.* Presbytery meetings and all conferences (ETS/SBL, T4G, Twin Lakes, etc.) are deemed unexcused. Students should consult their calendar at the beginning of the semester and discuss any conflicts with the professor. Sickness and family emergencies are considered excused. If you are sick or have a family emergency, you must email the professor asap.

- **Weekly Assignments**- Nearly every week, students will be assigned a particular passage (sentence flow, version comparison, translation, discourse analysis, etc.). Late assignments will result in a loss of one letter grade per class.

- **Grading**:
  1. Exegesis Paper 30%
  2. Attendance 10%
  3. Discourse Analyses/Sentence Flows 40%
  4. Reading 10%
  5. Class translation 10%

- **Grading Scale**: The grading scale for this course is the seminary’s grading scale. You may find it listed at the *RTS Catalog*, p.44.

- **Plagiarism**: Any cheating (paper, exam, etc.) will result in a failure of the course.

- **In-Class Electronics Use**: Students are prohibited from using computers, phones, and tablets during class.

**VI. Paper Requirements**

**Exegesis Paper**

- The paper must include your name, date, and word count (footnotes included).
- 14-16 Pages, double-spaced.
- The word count must be between 4000 and 4250.
• It must be in Turabian/Chicago or SBL style.
• The bibliography must be integrated into the footnotes and then appended to the end of the paper in alphabetical order.
• The student must pick from one of the following two passages from Colossians to write on: Col 1:15-20 and Col 3:1-4.

IV. Assignments/Lecture Topic (note that the following schedule is subject to change at the professor’s discretion).

August 27- Introduction to the Course and Sentence Flow

September 3
Weekly Assignment #1: Colossians 1:1-8 (translation, sentence flow, and version comparison)
Reading:

September 10- Discourse Analysis
Weekly Assignment #2: Colossians 1:9-14 (translation, sentence flow, and version comparison)
Reading:

September 17
Weekly Assignment #3: - Colossians 1:15-20 (translation, DA, sentence flow, and version comparison)

September 24
Weekly Assignment #4: Colossians 1:21-23 (translation, DA, sentence flow, and version comparison)
Reading:

October 1
Weekly Assignment #5: Colossians 1:24-29 (translation, DA, sentence flow, and version comparison)

October 8-NO CLASS

October 15
Weekly Assignment #6: Colossians 2:1-5 (translation, DA, sentence flow, and version comparison)
Reading:

October 22
Weekly Assignment #7: Colossians 2:6-15 (translation, DA, sentence flow, and version comparison)
October 29
Weekly Assignment #8: Colossians 2:16-23 (translation, DA, sentence flow, and version comparison)

November 5
Weekly Assignment #9: Colossians 3:1-4 (translation, DA, sentence flow, and version comparison)

November 12
Weekly Assignment #10: Colossians 3:5-11 (translation, DA, sentence flow, and version comparison)

November 19- NO CLASS (ETS)

November 26 (Guest Lecture)
Weekly Assignment #11: Colossians 3:12-17 (translation, DA, sentence flow, and version comparison)

December 3
Weekly Assignment #12: Colossians 3:18-21 (translation, DA, sentence flow, and version comparison)

Paper Due
## Course Objectives Related to MDiv* Student Learning Outcomes

**Course:** Exegesis in the NT (NT526)  
**Professor:** Ben Gladd  
**Campus:** Jackson  
**Date:** Fall 2013

<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>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Strong</td>
</tr>
<tr>
<td><strong>Scripture</strong></td>
<td>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.)</td>
<td>Strong</td>
</tr>
<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>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.)</td>
<td>Moderate</td>
</tr>
<tr>
<td><strong>Preach</strong></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and</td>
<td>Moderate</td>
</tr>
<tr>
<td>Mind with clarity and enthusiasm.</td>
<td>Strong</td>
<td>Preaching in that students will gain an appreciation for how Scripture interprets itself, so they in turn can interpret it for their congregations.</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Worship</strong></td>
<td>Minimal</td>
<td>Students will have a better understanding of redemptive history, giving them a fresh view of Christ.</td>
</tr>
<tr>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shepherd</strong></td>
<td>Moderate</td>
<td>For students to become good pastors, they must have a robust understanding of Scripture’s storyline and the centrality of Christ.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Church/World</strong></td>
<td>Minimal</td>
<td>Grasping how Scripture interprets itself gives students the foundation to form convictions and engage the church as a whole.</td>
</tr>
<tr>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>