

Reformed Theological Seminary
Exegesis in 1 Peter
NT526 (2 Credit Hours)
Monday 9:00pm-11:00am
DC3
Spring 2019

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I. Course Objectives

- Continue to develop an exegetical method focusing on the Greek text
- Get a handle on the major themes in 1 Peter 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 1 Peter, 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).
- Greek New Testament – preferably Nestle Aland (27th ed.)
- G. K. Beale, *Handbook on the Use of the Old Testament in the New Testament* Grand Rapids: Baker, 2012.
- Beale, G. K. et al. *An Interpretative Lexicon of the Greek New Testament*. Zondervan, 2014.
- Karen H. Jobes, *1 Peter*. BECNT. Grand Rapids: Baker, 2005.

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 Jobes' commentary is required for the portions covered in the syllabus. For example, if the weekly assignment covers 1 Peter 1:3-5, students are required to read the corresponding passage in Jobes' commentary.
- Students must read Beale's *Handbook* (pgs. 1-148) by April 9.
- **Tests-** One exam will be given at the end of the semester. Questions will cover translation and parsing.
- **Paper-** One, final paper will be given to provide the student with hands-on experience in interpreting 1 Peter. 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 one 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 (version comparison, translation, discourse analysis, etc.). **Unless otherwise specified, weekly assignments must be submitted as a hardcopy and at the beginning of class. Do not submit assignments on Canvas.** Late assignments, even turned in at the end of class, will result in a loss of one letter grade per class.
 - **Translation:** Students are generally encouraged to translate "woodenly. Students must examine **all** participles and infinitives, looking them up in the Wallace laminated sheet.
 - **Hermeneutical Use of the OT:** If the weekly assignment includes a formal quotation, students are required to determine the hermeneutical use of the quotation and include it in the weekly assignment (under the main exegetical and pastoral point).
- **Grading:**
 - Exegesis Paper 30%
 - Weekly Assignments 35%
 - Reading 10%
 - In-Class translation 10%
 - Exam 15%
- **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 Computer Use-** Students are prohibited from using computers during class.

VI. Paper Requirements

Exegesis Paper

- The paper must include your name, date, and word count (footnotes included).
- 12-14 Pages, double-spaced.
- 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.
- Attach a “weekly assignment” of 1 Peter 5:8-9 as an appendix. (The appendix does not count toward the page count.)
- Students must write on 1 Peter 5:8-9.

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

January 28- Introduction to the Course and Discourse Analysis (read Jobes, 1-57)

February 4- **Weekly Assignment #1:** 1 Peter 1:3-5 (translation, DA, version comparison, and cross references)

February 11- **Weekly Assignment #2:** 1 Peter 1:10-12 (translation, DA, version comparison, and cross references)

February 18- **Weekly Assignment #3:** - 1 Peter 1:22-25 (translation, DA, version comparison, cross references, and hermeneutical use of Isa 40:6-8)

February 25- **Weekly Assignment #4:** 1 Peter 2:1-3 (translation, DA, version comparison, cross references, and hermeneutical use of Ps 34:8)

March 4- **Weekly Assignment #5:** 1 Peter 2:13-17 (translation, DA, version comparison, and cross references)

March 11- NO Class (Spring Break)

March 18- **Weekly Assignment #6:** 1 Peter 3:1-6 (translation, DA, version comparison, cross references, and hermeneutical use of Gen 18:12)

March 25- **Weekly Assignment #7:** 1 Peter 3:8-12 (translation, DA, version comparison, cross references, and hermeneutical use of Ps 34:12-16)

April 1- **Weekly Assignment #8:** 1 Peter 4:7-11 (translation, DA, version comparison, and cross references)

April 8- **Weekly Assignment #9:** 1 Peter 4:12-14 (translation, DA, version comparison, and cross references)

Reading Due: Beale, *Handbook*, 1-148.

April 15- **Weekly Assignment #10:** 1 Peter 5:1-4 (translation, DA, version comparison, and cross references)

April 22- **Weekly Assignment #11:** 1 Peter 5:5-7 (translation, DA, version comparison, cross references, and hermeneutical use of Prov 3:34)

April 29- **Paper Due** (we will go over our papers in class)

May 9- **Final Exam** at 8:30am

Course Objectives Related to MDiv* Student Learning Outcomes

Course: Exegesis in the NT (NT526)
 Professor: Ben Gladd
 Campus: Jackson
 Date: Spring 2019

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</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>		> 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.	Strong	The course promotes a thorough knowledge of the intersection of the OT and 1 Peter, biblical theology, and hermeneutics.
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	Students are required to pay close attention to details within Scripture, particularly how Scripture interprets itself. A working knowledge of Greek and Hebrew is required.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Of great value to this course is the self-attesting nature of Scripture.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	As students are exposed to the various facets of biblical theology, their hearts will naturally be warmed and draw closer to Christ.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Moderate	Students will see first hand the biblical worldview of Scripture and will learn to forge theirs accordingly.
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in	Moderate	Many evangelicals and non-evangelicals disagree on how the two Testaments relate, but

	a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)		we can learn from both groups.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	This course lends itself to preaching in that students will gain an appreciation for how Scripture interprets itself, so they in turn can interpret it for their congregations.
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Minimal	Students will have a better understanding of redemptive history, giving them a fresh view of Christ.
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.	Moderate	For students to become good pastors, they must have a robust understanding of Scripture's storyline and the centrality of Christ.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	Grasping how Scripture interprets itself gives students the foundation to form convictions and engage the church as a whole.