

# REFORMED THEOLOGICAL SEMINARY



DALLAS

**Greek Exegesis (11NT506/01)**

Spring 2019

Tuesday 2:00-4:15pm

**Dr. Ben C. Dunson**

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## PROFESSOR CONTACT INFORMATION

Email: [bdunson@rts.edu](mailto:bdunson@rts.edu)

Office Phone: 214.295.8599

Office hours: Tues 11:00am-12:00pm

(Or by email appointment at another time)

## COURSE DESCRIPTION

By studying the text of selected passages students learn grammatical analysis, apply hermeneutical principles, and develop exegetical skills

## COURSE OBJECTIVES

1. To introduce intermediate issues in the syntax and semantics of New Testament Greek.
2. To introduce discourse analysis of the New Testament.
3. To introduce New Testament textual criticism.
4. Above all: to provide a foundation upon which to build for a lifetime of using New Testament Greek in future ministry.

## COURSE EXPECTATIONS

1. **Attendance:** Attendance is expected at every class.
2. Bring a bible to each class.
3. Laptops (and iPads, iPhones, etc.) are **NOT** allowed in this course. Multitasking simply doesn't work. It prevents you from learning as well as you can. Cell phones must be set to silent and stored away during class time (same goes for tablets and any other similar device).

Banning laptops, however, is not just about you and your learning, but about your neighbor and his or her learning: if we are honest many (most?) of us simply do not have the self-control to sit for 3 hours without checking email, Facebook, texts, etc. One little check won't hurt, right? But then we actually do this more than we realize, and when we are all together in one room doing this it becomes very

distracting for your fellow students and for your professor (the same goes for checking iPhones under the table).

One objection to this is that having detailed, easily searchable, notes will be useful for your future ministry. I completely agree. That is why you should do what educational researchers are suggesting more and more (and which I know from personal experience works very well): when you are listening to a lecture write down that which is most important; focus on the main thoughts being conveyed. Do not attempt to transcribe what is said verbatim like a court stenographer. By focusing on the main ideas, main biblical texts, etc., *you are already engaged in the process of learning*, which is not the case when you simply spend all of your energy copying every word down. Then, either throughout the semester, or as you prepare for exams, type your notes on a computer. Then condense them in a separate file for use in studying (and then perhaps consider condensing them again!). Each time you take your notes and rewrite them or condense them you are processing the material in a new way, and *this helps you learn it*. And then you will have searchable notes to refer to in the future as well.

If you are interested, these articles give you more of a feel for why I am doing this:

- <https://mobile.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?mwrsm=Facebook&referer=https://t.co/JEkweLyf89?amp=1>
- <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>
- <http://news.stanford.edu/news/2009/august24/multitask-research-study-082409.html>

If you are still not convinced, then you can blame Kevin DeYoung:

- <https://www.thegospelcoalition.org/blogs/kevin-deyoung/why-im-not-allowing-laptops-and-tablets-in-my-seminary-class/>

4. As a courtesy, please do not tweet, or otherwise post, comments made by the professor or other students without asking permission first.

## ASSIGNED READINGS

### REQUIRED TEXTBOOKS:

1. *Greek New Testament: The Text of UBS 5, Reader's Edition* (<https://tinyurl.com/ybq73yfs>)
2. Richard A. Young, *Intermediate New Testament Greek: A Linguistic and Exegetical Approach*. Nashville: Broadman and Holman, 1994. (<https://tinyurl.com/ybwp56ok>)
3. Stanley E. Porter and Andrew W. Pitts, *Fundamentals of New Testament Textual Criticism*. Grand Rapids: Eerdmans, 2015. (<https://tinyurl.com/y6v6dyq8>)
4. D.A. Carson, *Exegetical Fallacies*, 2<sup>nd</sup> edition. Grand Rapids: Baker, 1996. (<https://tinyurl.com/y8x6jb4b>)

\*\*\*All readings must be completed *prior* to the class period on which they are due (see schedule below)

## DISCOURSE ANALYSIS VIDEOS

1. Introduction to Propositions: <https://tinyurl.com/y8eyddvb>
2. Fine Tuning Propositions and Prepositional Phrases: <https://tinyurl.com/y94wsnde>
3. Coordinate Propositions: <https://tinyurl.com/ycbzzner>
4. Support by Restatement: <https://tinyurl.com/y75435le>
5. Support by Distinct Statement: <https://tinyurl.com/y8sctby2>
6. Discourse Analysis of Epistles: <https://tinyurl.com/yckykw6h3>
7. Discourse Analysis of Narrative: <https://tinyurl.com/y7xmajkd>

## ASSIGNMENTS

1. Weekly translations: a handout will be posted on Canvas (and distributed in class) with the assigned passages for each week
2. Weekly quizzes: vocabulary (all of Mounce), translation, syntax, and discourse analysis questions

- Midterm and Final exams testing anything covered in class.

## EVALUATION

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| 1. Weekly Translations and Discourse Analysis Assignments: | 25% |
| 2. Weekly Quizzes:   | 25% |
| 3. Midterm Exam:   | 25% |
| 4. Final Exam:   | 25% |

## IMPORTANT DATES

| Date                     | Event   |
|--------------------------|---|
| Feb 5                    | First day of class  |
| Mar 5                    | Have finished reading Young, <i>Intermediate New Testament Greek</i>    |
| Mar 12                   | Spring Break: No Class  |
| Mar 19                   | Midterm Exam (first hour of class only)                                 |
| Mar 26                   | Have finished watching all Discourse Analysis videos (see above)        |
| Apr 23                   | Have finished reading Porter & Pitts, <i>Fundamentals</i>               |
| Apr 30                   | Last Day of Class   |
| Tues, May 7, 2:00-4:15pm | Final Exam<br>Have finished reading Carson, <i>Exegetical Fallacies</i> |