**GREEK EXEGESIS (NT506)**

**Reformed Theological Seminary-Houston**

**Summer 2017**

**CONTACT INFORMATION:**

Instructor: Phillip S. Marshall, Ph.D.

Personal email: pmarshall.rts@gmail.com

Cell phone: (832) 696-5125

Web Page: http://BiblicalLanguages.net

**DESCRIPTION OF THE COURSE:**

GREEK EXEGESIS (NT506): By studying the text of selected passages students learn grammatical analysis, apply hermeneutical principles, and develop exegetical skills.

This Greek course begins on June 6 and ends on July 11, 2017. The class meets 7 times according to the following schedule, after which the final examination and final paper will be submitted.

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| **Day** | **Date** | **Time** |
| Tuesday | June 6 | 5:30 PM to 9:30 PM |
| Tuesday | June 13 | 5:30 PM to 9:30 PM |
| Tuesday | June 20 | 5:30 PM to 9:30 PM |
| Tuesday | June 27 | 5:30 PM to 9:30 PM |
| Saturday | July 1 | 8:30 AM to 12:00 PM |
| Thursday | July 6 | 5:30 PM to 9:30 PM |
| Tuesday | July 11 | 6:00 PM to 9:30 PM |

**COURSE GOALS:**

The purpose of this course is the purpose of life—to glorify God, and to enjoy Him forever. It is impossible to learn any language in just one or two semesters; thus our goal in this course is to set students on the pathway to proficiency in a lifetime of reading and teaching from the Greek New Testament. Reading God’s word as He gave it will be both God-glorifying and soul-satisfying!

For the student to read the Greek New Testament the professor must impart to the student:

1. An understanding of the importance of the original languages for all Bible study and ministry.

2. A knowledge of the morphological patterns and grammatical structures of the Greek language in Scripture.

3. A basic vocabulary of the most frequently occurring words in the Greek New Testament.

4. Experience translating Greek sentences and verses.

5. Awareness of the major grammatical and lexical tools for New Testament study.

**GREEK-RELATED LEARNING OUTCOMES:**

Upon completion of this course, students should be able to demonstrate (through class work, quizzes, a written research paper, and written examinations) the ability to:

1. Demonstrate knowledge of nominal and verbal inflectional and derivational morphology of Biblical Greek through proper parsing.

2. Demonstrate a basic ability to analyze the grammatical structure of Greek phrases and sentences [using critically the following grammars:  *The Basics of New Testaments Syntax: An Intermediate Greek Grammar* (Wallace) and/or *Exegetical Syntax: Greek Grammar Beyond the Basics* (Wallace); *Idioms of the Greek New Testament* (Porter); *A Grammar of the New Testaments and Early Christian Literature* (Blass, DeBrunner, Funk)].

3. Demonstrate a basic ability to provide the proper semantic classifications of the grammatical structures encountered in the syntax of Greek phrases and sentences.

4. Demonstrate acquisition of vocabulary in the Biblical Greek NT corpus.

5. Demonstrate ability to use the BDAG standard lexicon.

6. Demonstrate an ability to research and write an exegesis paper dealing with a pericope from the Greek Bible.

**COURSE TEXTS/RESOURCES:**

**Required:**

Blass, F. and A. DeBrunner.*A Greek Grammar of the New Testament and Other Early Christian Literature*. Translated by Robert W. Funk. Chicago: University of Chicago, 1961. [BDF; ISBN: 0-226-27110-2]

Danker, Frederick William, ed. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, 3rd ed. Chicago: University of Chicago, 2000. [BDAG; ISBN: 0-226-03933-1] NOTE: This lexicon is an expensive purchase, but it is worth the money to have the very best resource for a lifetime of study and preaching. You may acquire the print edition, or if you use a Bible software program, you may acquire an electronic version compatible with your software. Please ask me if you’re interested in my opinion about Bible software.

Institute for NT Textual Research. *Novum Testamentus Graece* (Nestle-Aland 28th Revised Standard Edition). Stuttgart: German Bible Societies, 2012. [NA28; ISBN: 9783438051400] NOTE: This is the most up-to-date printed edition of the Greek NT. If you have NA 27, that would be sufficient for now.

Naselli, Andrew David. *How to Understand and Apply the New Testament: Twelve Steps from Exegesis to Theology.* Phillipsburg, NJ: P&R Publishing, 2017. [HUANT: ISBN: 978-1-62995-248-2]

Porter, Stanley. *Idioms of the Greek New Testament*, 2nd ed. Biblical Languages: Greek series. Sheffield: JSOT Press/Continuum, 1992. [ISBN: 1850753792 paperback]

Sumney, Jerry L. *Philippians: A Greek Student’s Intermediate Reader*. Peabody, Mass.: Hendrickson, 2007. [ISBN: 978-1-56563-991-1]

Wallace, Daniel B. *Basics of New Testament Syntax*. Grand Rapids: Zondervan, 2000. [W-Abr; ISBN: 0-310-23229-5]

OR

Wallace, Daniel B. *Greek Grammar, Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids: Zondervan, 1996. [Wallace]

**Other Reference Materials (optional this semester; can be used for research):**

Moule, C. F. D. *An Idiom Book of New Testament Greek*. 2d ed. Cambridge: Cambridge University Press, 1959.

Moulton, James Hope, Wilbert Francis Howard, and Nigel Turner. *A Grammar of New Testament Greek*. 4 vols. Edinburgh: T & T Clark, 1908–1976.

Robertson, A. T. *A Grammar of the Greek New Testament in the Light of Historical Research*. Nashville: Broadman Press, 1934. ISBN: 9780805413083

Runge, Steven E. *Discourse Grammar of the Greek New Testament: A Practical Introduction for Teaching and Exegesis.* Peabody, Mass.: Hendrickson Publishers Marketing, 2010. ISBN: 978-1-59856-583-6.

Young, Richard A. *Intermediate New Testament Greek: A Linguistic and Exegetical Approach*. Nashville: Broadman & Holman, 1994.

Zerwick, Maximilian S. J.*Biblical Greek: Illustrated by Examples*. English ed. Roma: Editrice Pontificio Istituto Biblico, 1994.

Zerwick, Maximilian and Mary Grosvenor. *A Grammatical Analysis of the Greek New Testament*. 5th ed. Rome: Editrice Pontificio Istituto Biblico, 1996.

**Internet access to the following websites:**

<http://BiblicalLanguages.net> [This is my academic website where I keep my course materials and notes. Look for the “Greek Exegesis” course on the right-hand side. When you click on it, you should see a link called “Restricted Access.” You may access some helpful resources there. The password is: calvin]

<https://dailydoseofgreek.com> [This is a website started by Prof. Rob Plummer of The Southern Baptist Theological Seminary, where he provides (along with some others) daily, 2-minute discussions on a verse of the Greek Bible.]

**COURSE TOPICAL OUTLINE:**

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| --- | --- | --- | --- |
| **Class Date or Meeting** | | **Topic: Class Assignment** | **Assessments/Notes** |
| Tuesday | June 6 | Intro to Course  Intro to Line Diagramming  Intro to Textual Criticism  Read: Naselli, Intro, Ch. 1  Prep: Phil 1:1-8 | DUE: BDAG Worksheet |
| Tuesday | June 13 | Read: Naselli, Chs. 2-3  Prep: Phil 1:9-24 | DUE: Textual Criticism Worksheet  QUIZZES: Vocab; Line Diagramming |
| Tuesday | June 20 | Read: Naselli, Chs. 4-5  Prep: Phil 1:25-2:10 | QUIZ: Vocab |
| Tuesday | June 27 | Read: Naselli, Chs. 5-6  Prep: Phil 2:11-2:26 | QUIZ: Vocab |
| Saturday | July 1 | Read: Naselli, Chs. 7-8  Prep: Phil 2:27-3:12 | QUIZ: Vocab  DUE: Take-home Midterm |
| Thursday | July 6 | Read: Naselli, Chs. 9-10  Prep: Phil 3:13-4:7 | QUIZ: Vocab |
| Tuesday | July 11 | Read: Naselli, Chs. 11-12 & Conc  Prep: Phil 4:8-23 | QUIZ: Vocab |
| Friday | July 14 | Final Exam | DUE: Take-home Final Exam |
| Tuesday | July 18 | Exegesis Paper | DUE: Exegesis Paper |

**COURSE REQUIREMENTS:**

1. Students will take a midterm and a final exam in which they will demonstrate their knowledge of grammar and syntax and their ability to translate Greek phrases and sentences. The dates for the examinations are noted on the Course Outline.

2. In addition to these exams, students will demonstrate their knowledge of Biblical Greek vocabulary, verb principal parts, grammar, and syntax during regular class participation and occasional quizzes. To determine the final grade, the instructor will drop the lowest quiz grade. These opportunities are designed to keep students involved in a regular program of study. (You cannot acquire a second language by “cramming” at the last minute; regular, systematic study is required!)

3. Throughout the semester the professor will assign “Worksheets” to be completed by students which will demonstrate an ability to understand material or apply skills which will enhance their research and analysis of the Greek text. Such topics may include lexical study, textual criticism, linguistic data, syntax, and discourse grammar.

4. For each section of Philippians that we prepare for our classroom “lab,” either Dr. Marshall or a student will be assigned to lead the discussion. The leader must submit a typed one-to-two-page (12 pt font, single spaced) summary sheet containing an English gloss of the assigned passage and guiding questions about the significant syntactical categories encountered and their semantic classifications in his/her assigned passage. The summary should be prepared as an outline for discussion of that meeting’s assigned passage. The summary discussion sheet will be collected at the conclusion of each class period and will be assessed for the strength of the English gloss, the grammatical significance of the questions raised, and the student’s demonstration of his/her ability to resolve grammatical questions. In class during the leader’s presentation, leader must reference and demonstrate competence in the use of line diagrams (by Leedy), the grammars by Wallace, Porter, and BDF, and the grammatical commentary by Sumney. [The assessment will become part of the student’s Participation grade.] NOTE: To help guide the other students’ study of the passage and preparation for the discussion, the student leader will post in Blackboard a list of the discussion questions at least 48 hours prior to the meeting that he/she will lead.

5. The students who are not leading a discussion in Philippians are responsible to prepare for the passage to be discussed by doing the following:

[1] Read the text in Greek and provide an English gloss in their personal notes.

[2] Parse all forms in their own personal notes on the passage. NOTE: you must be able to parse any form if called upon in class. If you are able to parse forms by sight, you need not write the parsing in your notes. Bring these notes to class as the basis for our discussion of the passage.

[3] Analyze the syntactic structure of each verse and determine the semantic classifications of the syntactical structures you see in the passage. Jot these observations in your personal notes.

[4] Participate in the discussions! Answer questions. Ask questions.

6. For each passage of Philippians that we prepare for our classroom “lab,” when the professor leads the discussion, he will randomly call upon students to provide an English gloss of the passage, parse words, and discuss syntactical categories encountered and their semantic classifications. Students will be assessed for their responses as follows: 100 (mastery of the data), 75 (good grasp of the data), 50 (mediocre grasp of the data), 25 (demonstrates no grasp of the data). These assessments will be used to create a participation grade for the student.

7. Following the outline provided by Naselli, students will research and write an exegesis paper on a pericope of their choice from Philippians. The paper will evidence competence in the methodogy presented by Naselli, including providing an “ARC” of the chosen passage. The body of the paper will be at least 10 pages and no more than 14 pages in length. The paper will be double-spaced with one-inch margins. After the bibliography, students will submit a sermon outline of their passage indicating how they might preach it. Students will consult at least ten sources (no more than three from the internet). Acceptable sources will deal primarily with Greek syntax and grammar; sources dealing with historical and theological matters are acceptable insofar as they help elucidate the significance of the Greek text. Format is to follow Turabian/SBL Manual of Style.

8. The final grade will be determined according to the following percentages:

a. Midterm 25%

b. Final Exam 25%

c. Daily Participation/ Quiz Average 15%

d. Worksheets 10%

e. Paper 25%

**GRADES:**

Grades will be determined by the following scale: A (97-100); A- (94-96); B+ (91-93); B (88-90); B- (86-87); C+ (83-85); C (80-82); C- (78-79); D+ (75-77); D (72-74); D- (70-71); F (below 70)

**ACADEMIC INTEGRITY:**

Plagiarism is the misrepresentation of another's work as one's own. When the professor concludes that a student has plagiarized an assignment, the student will receive the grade of zero for the assignment, and the office of the Director of RTS-Houston will be notified about the incident. The same actions apply to other acts of academic dishonesty such as cheating on examinations.

**SPECIAL NEEDS:**

Individuals with documented impairments who may need special circumstances for exams, classroom participation, or assignments should contact the instructor at the beginning of the semester in order for special arrangements to be considered.

**LATE WORK:**

Late work will only be allowed with the permission of the instructor, if the student has reasonable extenuating circumstances that the professor deems appropriate.

**ATTENDANCE POLICY:**

Attendance will be enforced per the seminary catalog. In the event of an absence it is the student’s responsibility to obtain the material covered and any assignments or notes given.

**PARTICIPATION:**

The professor finds the use of Greek in devotional reading and in ministry vitally important for the health of the church. Students are expected to show eagerness to learn, and to display intellectual curiosity regarding the meaning of the biblical text.

**NECESSARY MODIFICATIONS:**

The professor reserves the right to alter or modify this syllabus and the course requirements as he thinks necessary.

**STUDENT LEARNING OUTCOMES:**

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| --- | --- | --- | --- |
| **MDiv\* Student Learning Outcomes**  *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.*  *\*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.* | | **Rubric**   * Strong * Moderate * Minimal * None | **Mini-Justification** |
| **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 | Oral homework recitation, weekly quizzes, 2 major exams, and an exegesis paper. |
| **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 | Acquisition of Greek grammar and vocabulary will enable student to read and study the Greek NT and critically assess scholars’ commentaries and theologian’s arguments based on original languages of the texts of Scripture. |
| **Reformed Theology** | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Moderate | Study of Greek is not a distinctively Reformed undertaking, but texts from the Greek Bible supporting Reformed interpretation will be discussed. Knowing Greek enables students to defend Reformed theology in NT. |
| **Sanctifi-cation** | Demonstrates a love for the Triune God that aids the student’s sanctification. | Moderate | Our study of Greek and Philippians is doxalogical, in that discussions of Greek words/passages lead to greater understanding of God and his work, and therefore to worship. Also focuses on relationship between grace/faith and works. |
| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | Strong | NT506 is taught in such a way as to demonstrate that study of linguistics, ancient literature, & history are in service to the study of Scripture. |
| **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 | Greek resources employed for understanding NT texts come from a variety of scholars from Christian perspectives. |
| **Preach** | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Strong | Acquisition of Greek will enable student to preach the purpose of specific NT passages; the exegesis paper requires a sermonic outline. |
| **Worship** | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | Minimal | The course does not stress worship as congregational practice; however, Greek will allow student to access original language materials in the NT that have shaped Christian worship. |
| **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. | Strong | Correct interpretation of NT passages is critical to proper shepherding and application of truth to the congregation. |
| **Church/**  **World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | Strong | Training in Greek equips student to interact critically with materials that affect theology and practice in denom. life and the world stage. |