
REFORMED  THEOLOGICAL SEMINARY
GLOBAL



GREEK EXEGESIS
DR. ROBERT J. CARA AND DR. MARK HOUSE



Course Overview

Table of Contents:

Course Overview	Grades
Required Textbooks	Lessons
Meet the Professors	Exegetical Paper Instructions
Student Learning Objectives	

Course Description:

00NT5150 Greek Exegesis, 2 hours
Lecturing Professors: Dr. Robert J. Cara and Dr. Mark House
Professor of Record: Dr. Thomas Keene

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

Course Objectives:

Building on a complete course in the Basics of Biblical Greek Grammar, this Greek Exegesis course takes the student to the next level by placing the student in touch with the Greek text of the New Testament. Students will acquire the tools necessary to “bring out” (the original meaning of “exegesis”) its meaning and communicate its message effectively to others. As you review the basic grammatical categories of first-year Greek, you will also study more advanced concepts of Greek grammar and syntax as well as expand your grasp of Greek vocabulary as you work your way through the original texts from the Greek New Testament. The course will also introduce you to some important concepts of hermeneutics and textual criticism. These skills include:

- Review and solidify the fundamentals of vocabulary, grammar, and syntax covered in first-year Greek
- Expand your knowledge of Greek vocabulary to include the 400 most frequently-used words in the NT
- To introduce you to more advanced concepts of Greek syntax and to sentence diagramming as a way of doing syntactical analysis
- Become more familiar with the original Greek text of the New Testament through guided translation and syntactical analysis of various passages
- Gain skills in developing sermon and teaching outlines that reflect the structure of the biblical text
- To be enriched and strengthened in your walk with God through the study of the Scriptures in their original language

Required Textbooks:

The course will employ three primary textbook resources: *Basics of New Testament Syntax* by Daniel Wallace, its companion *Workbook for New Testament Syntax* by Daniel Wallace and Grant Edwards, and the *Analytical Lexicon of New Testament Greek*, edited by Dr. Mark House and Dr. Maurice Robinson (see textbook list below).

The Wallace text will provide you with an ordered and comprehensive overview of Greek syntactical structures and concepts. The workbook will guide you through syntactical analyses of a variety of New Testament passages that illustrate the principles learned in the text. Each workbook lesson will be supplemented by the creation of a detailed analysis of the Greek words and a syntactical outline of each of the passages covered. The Robinson/House lexicon will help focus the contents of the review of first-year Greek and will provide a resource for analyzing difficult Greek word forms.

Robinson, Maurice A. and Mark A. House. eds. *Analytical Lexicon of New Testament Greek*. Hendrickson, 2012.

[Besides providing an important reference tool for students doing exegetical work, the analytical also has an extensive appendix of the major word forms of the biblical Greek system and a detailed glossary of Greek grammatical terms. This material provides the basis for the systematic review carried on throughout the course.]

Wallace, Daniel B. *The Basics of New Testament Syntax*. Zondervan, 2000.

[Wallace provides the “meat and potatoes” of advanced grammatical and syntactical concepts, all well illustrated using New Testament passages.]

_____. and Grant Edwards. *A Workbook for New Testament Syntax*. Zondervan, 2007.

[The Wallace workbook is the primary source for the weekly homework assignments for the course. It is closely tied to the syntax textbook and is designed to link the grammatical features learned with exegetical exercises taken directly from the New Testament.]

[These books may also be available in ebook format through various retailers]

Recommended Resources:

Aland, Barbara et al., eds. *The UBS Greek New Testament: A Reader's Edition*. Hendrickson, 2008.

[Although most students taking the course will already have a Greek text of the New Testament, the Reader's edition includes vocabulary and parsing helps at the bottom of each page that enable a smoother approach to reading the reduces the need to refer to outside grammars and lexicons.]

Cara, Robert J. *A Study Commentary on 1 and 2 Thessalonians*. EP Study Commentary. Webster, NY: EP, 2009.

[Cara's commentary illustrates the full process of exegesis as applied to particular texts in the letters of 1 and 2 Thessalonians.]

Rogers, Cleon L., Jr., and Cleon L. Rogers III. *The New Linguistic and Exegetical Key to the Greek New Testament*. Grand Rapids: Zondervan, 1998.

[This work provides a verse-by-verse exegetical commentary on the New Testament, discussing key grammatical features of the text.]

Other Resources:

Electronic access to a morphologically analyzed (parsed) Greek New Testament will greatly facilitate the completion of class assignments and exams. (In addition to the main Bible software packages, several free versions of the GNT are available online.)

Online Student Handbook:

The Online Student Handbook (can be [downloaded here](#)) has been designed to assist you in successfully navigating the Distance Education experience, whether you are taking a single course or pursuing a certificate or degree program. In it you will find valuable information, step-by-step instructions, study helps, and essential forms to guide you through every aspect of your distance education opportunity from registration to graduation. Please use this resource as your first-stop reference manual.

Summary of Requirements:

1. Watch to all recorded [Videos](#)
2. Complete all [Readings](#)
3. Complete all [Weekly Exegetical Assignments and Quizzes](#)
4. Provide reasoned responses to five (5) [Topical Discussion Questions](#)
5. Participate in [Forum Discussions](#) (with other students and the professor)
6. Take the [Midterm Lecture Test](#)
7. Take the [Final Lecture Test](#)
8. Submit an [Exegetical Paper](#)
9. Submit [Mentor Report or Course Application Paper](#)

Meet the Professors

Lecturing Professor:



[Dr. Robert J. Cara](#) is the Hugh and Sallie Reaves Professor of New Testament at RTS-Charlotte and Provost and Chief Academic Officer for the RTS institution. He has been a professor at RTS since 1993. Dr. Cara was an engineer for seven years before the Lord re-directed him toward seminary. As a former college basketball player for Penn State-Capitol, he has developed a reputation as an energetic and challenging classroom teacher, and he is a personable scholar who is very student oriented.

In addition to the traditional New Testament topics, Dr. Cara's academic interests include relating the New Testament to Reformed Theology, creeds, hermeneutics, Second Temple Judaism documents, and narrative criticism. In addition to numerous book reviews and articles, he has written a commentary on 1 & 2 Thessalonians and a forthcoming book critiquing the New Perspective on Paul. Currently, Dr. Cara is working on a commentary for the book of Hebrews in the Mentor Commentary series. Dr. Cara has several courses available on the RTS Mobile app, which can be listened to for free.

As an ordained minister in the Associate Reformed Presbyterian Church, Dr. Cara has been very involved at both the presbytery and synod levels. He is a former vice-moderator of the denomination and for several years was the chairman of the denominational Inter-Church Relations Committee. He preaches regularly in the Charlotte area.

Lecturing Professor:



[Dr. Mark House](#) is the Adjunct Professor of New Testament and works with RTS Distance Education to develop and support courses. Dr. House's doctoral work at Fuller Theological Seminary focused on the correlation between linguistic style and authorship. He is an ordained minister, having served over 25 years in the Orthodox Presbyterian Church as well as the Presbyterian Church in America. Dr. House has taught seminary courses at the Talbot School of Theology, Fuller Theological Seminary, and most recently serves as a professor at New Geneva Theological Seminary. He has also worked as an editor of academic books in the New Testament and Greek fields for Hendrickson Publishers.

Professor of Record:



Dr. Keene is the Associate Professor of New Testament at Reformed Theological Seminary, Washington and has taught numerous courses at Westminster Theological Seminary since 2006. Dr. Keene has also served as the Associate Pastor of Family Ministries at Christ the King (Presbyterian Church in America) in Conshohocken, Pennsylvania.

Keene received his undergraduate degree in Philosophy and Computer Science from Furman University in 2002. He then received his MDiv from Westminster Theological Seminary in Philadelphia in 2005 and went on to earn his Ph.D. in New Testament in 2010, focusing on the tabernacle metaphor in the Epistle to the Hebrews.

In the area of scholarly research, Keene's interests include biblical hermeneutics and typology, metaphor theory, and discourse analysis. Among other writings, he has contributed to *The Illustrated Bible Dictionary* (Baker Academic) and *Issues in Luke-Acts* (Gorgias Press).

Tommy grew up in Dallas, Texas. He met his wife Sarah in college at Furman University, and they have been happily married since 2002. Sarah is an accomplished photographer, and they have two daughters.

Grades

Forum Discussions (15%):

The student is required to interact in two (2) forums:

1. Student-Professor Posts (15 total posts)
 - A. Personal Introduction Forum: The student is required to post a brief personal introduction to the professor/class. Suggested details include your vocation, where you live, your church background, why you chose RTS, and what you hope to gain through the course (1 required post).
 - B. 5 Topical Discussion Q&A Forums: The student is required to answer each topical discussion question with one (1) response. The professor will acknowledge the student's answer and will follow up with a subsequent question to which the student must also answer with one (1) response. Each topical discussion question, therefore, requires two (2) total posts/responses from the student (Total of 5 forums x 2 posts = 10 total posts).
 - C. Student-Professor Forum: The student is required to post four (4) times in this forum. Posts in this forum should focus on course-related content such as research paper topics, lectures and reading assignments, or other academic issues related to the course.
2. Student-Student Forum (5 total posts)

A post may be either a new topic or a response to an already existing topic.

Lecture Tests (25%):

Two lecture tests will be given in this course. The midterm lecture test will cover lectures 1-6, while the final lecture test will cover lectures 7-12. Both lecture tests consist of five short essay questions and have a time limit of two hours.

The midterm and final lecture tests for this course are to be taken online in the LMS. Please note that you will need to have a proctor for your lecture tests. Your proctor can be anyone except a relative or current RTS Student. After clicking on the lecture test link you will be given detailed instructions about the lecture test. Please read these instructions carefully before entering the lecture test.

Weekly Assignments and Quizzes (30%):

Each week the student is required to submit an exegetical assignment on a particular New Testament passage, and take a quiz on the assigned reading material. For details on completing the exegetical assignments please consult the document "Instructions for the Exegetical Assignments" in the LMS.

Exegetical Paper (25%):

Each student will be responsible to submit a 3,500-word exegetical paper that includes an exegetical analysis of a specified passage from the Greek New Testament. You may choose one of the following passages as the focus of your paper: Luke 22:17-20; Acts 8:36-39 (including v.

37); Ephesians 6:14-19; Jude 20-25; or Revelation 5:8-10. The focus of the paper will be on how an understanding of the vocabulary and language of the Greek text sheds light on the meaning of the passage, and how these insights can be used in preaching and teaching. See section titled “[Exegetical Paper Instructions](#)” in this syllabus.

Mentor Report OR Course Application Paper (5%):

If you are enrolled in an **RTS Global** degree or certificate program, you are required to submit a mentor report at the end of the course. Every portion of the form (goals, summaries, assessments, and signatures) should be filled out completely by both the student and the mentor to receive full credit. You can download the Mentor Report form in your Canvas classroom.

If you are receiving your degree through another **RTS campus** (Orlando, Jackson, Charlotte, et. al.) or special student (e.g. from another seminary), you are asked to write a 200-word summary of how you perceive what you have learned in this course will fit into the objectives you have for your ministry, your educational goals, or other objectives you wish to achieve in life. Course Application Papers (CAP) that fall well-short of 200 words will receive a grade deduction.

Assignments:

Best practice for your time management is for you to submit all assignments at the end of the week in which they fall, using the upload links provided in the LMS. All work must be submitted by midnight of the course end date, per your course start letter. You are responsible for turning in all assignments on time; no late submissions are permitted. Any student who needs an extension must get approval from the Registrar prior to that time.

Contact Information:

Reformed Theological Seminary, Distance Education
2101 Carmel Road
Charlotte, NC 28226
(704) 900-1257
1-855-854-6920
FAX: (704) 366-9295
E-mail: dess@rts.edu
Web site: www.rts.edu/global

Lessons

This twelve-module online course is designed to be completed at a pace of roughly one module per week. Weekly modules typically include a lecture video, a review assignment, a reading assignment in New Testament syntax, a workbook and exegesis assignment that applies the reading material, and a quiz covering the review and new syntactical concepts. Midterm and final exams will assess your mastery of lecture contents. An exegetical paper, due at the end of the course, will give you the opportunity to apply the contents of the entire course to the practical work of exegeting a passage from the New Testament.

Lecture	Review of the Basics	Beyond The Basics	Quiz
Week One:			
Exegeting Greek Clauses	Vocabulary Review: <ul style="list-style-type: none"> · 40 Words Grammar Review: <ul style="list-style-type: none"> · Article, Noun, Proper Noun, Case, Nominative Case, Genitive Case (Robinson/House Glossary) Paradigm Review: <ul style="list-style-type: none"> · Article; Nouns, First and Second Declension (Robinson/House, 401-403) * Vocabulary is reviewed in succession based on frequency of use in the NT	Read: <ul style="list-style-type: none"> · Syntax of Nouns & Nominals: The Cases—Nom., Voc., Gen. (Wallace Syntax, 25-64) Assignment 1a: <ul style="list-style-type: none"> · John 1: 6-8 	Quiz 1 (Covers review and advanced syntax reading for week 1)
Week Two:			
From Exegesis to Exposition Exegesis?	Vocabulary Review: <ul style="list-style-type: none"> · 40 Words Grammar Review: <ul style="list-style-type: none"> · Dative Case, Accusative Case, Vocative Case, Direct Object, Indirect Object, Declension (Robinson/House Glossary) Paradigm Review: <ul style="list-style-type: none"> · Nouns, Third Declension (Robinson/House, 403-405) 	Read: <ul style="list-style-type: none"> · Syntax of Nouns & Nominals: The Cases—Dative, Accusative (Wallace Syntax, 65-92) Assignment 1b: <ul style="list-style-type: none"> · John 1: 6-8 	Quiz 2 (Covers review and advanced syntax for week 2)
Week Three:			
What is Exegesis?	Vocabulary Review: <ul style="list-style-type: none"> · 40 Words Grammar Review: <ul style="list-style-type: none"> · Adjective, Substantive, Adverb, Participle, Negative Participle, Gender, Number (Robinson/House Glossary) Paradigm Review: <ul style="list-style-type: none"> · Adjectives (Robinson/House, 405-411) 	Read: <ul style="list-style-type: none"> · Syntax of Nouns & Nominals: The Article (Wallace Syntax, 93-128) Assignment 2a: <ul style="list-style-type: none"> · John 18: 15-17 	Quiz 3 (Covers review and advanced syntax for week 3)

Week Four:			
<p>Exegeting Greek Verbs and Verbals</p>	<p>Vocabulary Review:</p> <ul style="list-style-type: none"> · 40 Words <p>Grammar Review:</p> <ul style="list-style-type: none"> · Pronoun, Personal Pronoun, Possessive Pronoun, Relative Pronoun, Demonstrative Pronoun, Intensive Pronoun, Interrogative Pronoun, Reflexive Pronoun, Reciprocal Pronoun (Robinson/House Glossary) <p>Paradigm Review:</p> <ul style="list-style-type: none"> · Pronouns—Personal, Demonstrative, Relative, Indefinite, Reflexive, Possessive (Robinson/House, 411-416) 	<p>Read:</p> <ul style="list-style-type: none"> · Syntax of Nouns & Nominals: Adjectives, Pronouns, Prepositions (Wallace Syntax, 129-173) <p>Assignment 2b:</p> <ul style="list-style-type: none"> · John 18: 15-17 	<p>Quiz 4</p> <p>(Covers review and advanced syntax for week 4)</p>
Week Five:			
<p>Introduction to Lexicography and Semantic Range</p>	<p>Vocabulary Review:</p> <ul style="list-style-type: none"> · 40 Words <p>Grammar Review:</p> <ul style="list-style-type: none"> · Verb, Mood, Indicative Mood, Voice, Active Voice, Middle Voice, Passive Voice, Deponent Verb (Robinson/House Glossary) <p>Paradigm Review:</p> <ul style="list-style-type: none"> · Indicative Verbs: Ω Conjugation (Robinson/House, 416-421) 	<p>Read:</p> <ul style="list-style-type: none"> · Syntax of Verbs & Verbals: Person & Number, Voice (Wallace Syntax, 174-191) <p>Assignment 3a:</p> <ul style="list-style-type: none"> · Eph. 3: 1-3 	<p>Quiz 5</p> <p>(Covers review and advanced syntax for week 5)</p>
Week Six:			
<p>Exegeting the Synoptic Gospels</p>	<p>Vocabulary Review:</p> <ul style="list-style-type: none"> · 40 Words <p>Grammar Review:</p> <ul style="list-style-type: none"> · Tense, Aspect, Present Tense, Imperfect Tense, Future Tense, Aorist Tense, Perfect Tense, Contraction (Robinson/House Glossary) <p>Paradigm Review:</p> <ul style="list-style-type: none"> · Indicative Verbs: Contract and Mi Conjugations (Robinson/House, 422-426) 	<p>Read:</p> <ul style="list-style-type: none"> · Syntax of Verbs & Verbals: Moods—Indicative (Wallace Syntax, 192-200) <p>Assignment 3b:</p> <ul style="list-style-type: none"> · Eph. 3: 1-3 	<p>Quiz 6</p> <p>(Covers review and advanced syntax for week 6)</p>
Midterm Lecture Test			

Week Seven:			
Using Exegetical Commentaries and Tools	Vocabulary Review: <ul style="list-style-type: none"> · 40 Words Grammar Review: <ul style="list-style-type: none"> · Subjunctive Mood, Primary Tense Suffixes, Continuous Aspect, Simple Aspect, Stative Aspect (Robinson/House Glossary) Paradigm Review: <ul style="list-style-type: none"> · Subjunctive Mood (Robinson/House, 426-429) 	Read: <ul style="list-style-type: none"> · Syntax of Verbs & Verbals: Moods—Subjunctive, Optative, Imperative (Wallace Syntax, 201-212) Assignment 4a: <ul style="list-style-type: none"> · Matt. 5: 17-20 	Quiz 7 (Covers review and advanced syntax for week 7)
Week Eight:			
Using Bible Translations in Exegesis	Vocabulary Review: <ul style="list-style-type: none"> · 40 Words Grammar Review: <ul style="list-style-type: none"> · Optative Mood, Secondary Tense Suffixes, Compound Verb, Lexical Form, Principal Parts, Reduplication (Robinson/House Glossary) Paradigm review: <ul style="list-style-type: none"> · Verbs: Optative Mood (Robinson/House, 429-431) 	Read: <ul style="list-style-type: none"> · Syntax of Verbs & Verbals: Tenses—Present & Imperfect (Wallace Syntax, 213-238) Assignment 4b: <ul style="list-style-type: none"> · Matt. 5: 17-20 	Quiz 8 (Covers review and advanced syntax for week 8)
Week Nine:			
The New Testament Text and Exegesis	Vocabulary Review: <ul style="list-style-type: none"> · 40 Words Grammar Review: <ul style="list-style-type: none"> · Imperative Mood, Interjection, Preposition (Robinson/House Glossary) Paradigm Review: <ul style="list-style-type: none"> · Verbs: Imperative Mood (Robinson/House, 432-434) 	Read: <ul style="list-style-type: none"> · Syntax of Verbs & Verbals: Tenses—Aorist and Future (Wallace Syntax, 239-245) Assignment 5a: <ul style="list-style-type: none"> · Philip. 5: 15-18 	Quiz 9 (Covers review and advanced syntax for week 9)
Week Ten:			
Hermeneutical Methods for Sermon Preparation (I)	Vocabulary Review: <ul style="list-style-type: none"> · 40 Words Grammar Review: <ul style="list-style-type: none"> · Genitive Absolute, Gerund, Participle, Periphrastic (Robinson/House Glossary) Paradigm Review: <ul style="list-style-type: none"> · Verbals: Participles (Robinson/House, 434-442) 	Read: <ul style="list-style-type: none"> · Syntax of Verbs & Verbals: Tenses—Perfect & Pluperfect (Wallace Syntax, 246-253) Assignment 5b: <ul style="list-style-type: none"> · Philip. 5: 15-18 	Quiz 10 (Covers review and advanced syntax for week 10)

Week Eleven:			
Hermeneutical Methods for Sermon Preparation (II)	Grammar Review: <ul style="list-style-type: none"> · Infinitive (Robinson/House Glossary) Paradigm Review: <ul style="list-style-type: none"> · Verbals: Infinitives (Robinson/House, 442-443) 	Read: <ul style="list-style-type: none"> · Syntax of Verbs & Verbals: Verbals—Infinitives & Participles (Wallace Syntax, 254-285) Assignment 6a: <ul style="list-style-type: none"> · 1 John 4: 7-10 	Quiz 11 (Covers review and advanced syntax for week 11)
Week Twelve:			
Exegesis and Theology	Grammar Review: <ul style="list-style-type: none"> · Clause, Enclitic, Conjunction, Conditional Particle Paradigm Review: <ul style="list-style-type: none"> · The verb xivv̄miv—All Forms (Robinson/House, 443-445) 	Read: <ul style="list-style-type: none"> · Syntax of the Clause: Clauses, Conjunctions, Conditional, Volitional (Wallace Syntax, 286-332) Assignment 6b: <ul style="list-style-type: none"> · 1 John 4: 7-10 	Quiz 12 (Covers review and advanced syntax for week 12)
Final Lecture Test			
Exegetical Paper			

Exegetical Paper Instructions

Each student will be responsible to submit a 3,500-word exegetical paper that demonstrates the fruit of your exegetical analysis of a specified passage from the Greek New Testament. You may choose one of the following passages as the focus of your paper: Luke 22:17-20; Acts 8:36-39 (including v. 37); Ephesians 6:14-19; Jude 20-25; or Revelation 5:8-10. The focus of the paper will be on how exegeting the Greek text sheds light on the meaning of the passage, and how these insights can be used in preaching and teaching.

Your analysis should include separate sections on each of the following areas, presented in the order seen below. Use section headings to set off the separate sections of your paper. For a well-balance paper, each section should be roughly 500 words in length.

1. **Introduction:** Introduce your passage by setting it in its larger context and summarizing its contribution to the larger work from which it is drawn.
2. **Textual Issues:** Discuss any textual variants in your passage that impact its meaning. Using established principles and resources of textual criticism, explain which variant you believe is most likely the original reading.
3. **Significant Words:** Do word studies on some of the most significant words in your passage using the major lexica and/or theological dictionaries.
4. **Grammatical Features:** Drawing from the information in your course text and/or other advanced grammatical or syntactical resources, discuss some of the most significant grammatical structures that impact the meaning of your passage.
5. **Historical/Cultural Backgrounds:** Using standard or background commentaries, Bible dictionaries, or other historical resources, discuss any historical or cultural settings that may impact the meaning of your passage.
6. **Theological and Practical Implications:** Discuss truths and/or principles that your passage contributes to your understanding of systematic and practical theology.
7. **Implications for Preaching/Teaching:** Discuss how you would approach your passage for preaching and teaching. Include an outline consisting of at least two levels that you might use to preach or teaching this passage. Your outline should demonstrate a conscious effort to reflect the syntactical structure of your passage.

Your paper should be double-spaced, should include footnoted references to at least five different scholarly resources, and should conform to the guidelines of Turabian's Manual for Writers. You do not need to include a bibliography. A sample paper is included in the Course Resources module of the Canvas LMS.

The following rubric contains some of the key criteria by which your paper may be graded:

1. **Clear & Viable Thesis:** The paper puts forth a viable thesis that is clearly stated and can be reasonably defended in a paper of the assigned length.
2. **Structure & Argumentation:** The paper has a logical structure and provides appropriate argumentation in support of the thesis.
3. **Use of Resources:** The paper uses the proper number and types of resources. This includes using diverse, quality resources in a responsible manner.
4. **Turabian Formatting:** The paper is properly formatted according to the RTS Turabian guidelines. These guidelines can be downloaded within your course on the "Notebook" page.
5. **Depth of Paper:** The paper has depth that reflects scholarly research, critical analysis, theological insight, and creativity.
6. **Presentation of Paper:** The paper reflects good grammar, spelling, and punctuation, with clarity of expression and appropriate academic style.

Course Objectives Related to Student Learning Outcomes

Course: Greek Exegesis
 Professor: Robert J. Cara and Dr. Mark House

Student Learning Outcomes		Rubric	Justification
<i>In order to measure the success of the 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 outcomes.</i>		<ul style="list-style-type: none"> ➤ 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	Student submits serious academic Greek Exegesis paper. Must include both conservative and critical viewpoints.
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	Each week the student will exegete verses from the Greek New Testament.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	Reformed sermon hermeneutics are included.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	None	
Desire for Worldview	Burning desire to conform all of life to the Word of God.	None	
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.)	Minimal	Exegesis paper should reflect appropriate respect for other viewpoints.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Moderate	Reformed sermon hermeneutics are included. Exegesis of New Testament texts.
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	None	
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.	None	
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	None	