



TYNDALE
• SEMINARY •

**Course Syllabus
Winter 2013**

**GREEK EXEGESIS II
NEWT 0524**

TUESDAYS, 6:30-9:20 PM

INSTRUCTOR: DR. MURRAY BAKER

Telephone number: (905) 877-7942

Email: mbaker@tyndale.ca

Office Hours: By appointment

To access your course material, please go to <http://mytyndale.ca>

I. COURSE DESCRIPTION

This course (following on NEWT 0523) is designed to bring students with an elementary knowledge of Koine Greek to the point where they can comfortably use the Greek text of the New Testament as the basis for their regular study and teaching. Students will expand their working Greek vocabulary and deepen their grasp of Greek grammar so that they can read the New Testament fluently with the help of a standard reading guide. These language skills will be developed in the process of actually interpreting extended excerpts from the New Testament, so that students become comfortable with using Greek in real life contexts and expand their repertoire of interpretive approaches at the same time. In this second term less emphasis will be placed on review of morphology and more emphasis placed on reading longer Greek passages.

Prerequisites: NEWT 0523, BIBL 0501

II. LEARNING OUTCOMES

At the end of the course, students should be able to:

- Translate a section of Colossians with the help of a lexicon and a reference grammar, making only a few scattered errors;

- Successfully analyze most of the grammar and syntax in actual New Testament sentences. About 7.5 times out of 10 students should be able to:
 - successfully parse a familiar Greek word;
 - provide an accurate gloss for a common Greek word (occurring 30 times or more in the NT);
 - accurately identify the principal parts of a common irregular verb in the NT;
 - accurately identify the role of a participle, genitive phrase, or dative phrase and translate it accordingly;
 - accurately identify and translate common syntactical structures such as a double accusative or infinitive clause;
 - accurately diagram a Greek clause using sentence-flow diagramming.

- Demonstrate proficiency in a range of methods for interpreting NT letters, showing how the fruits of each one helps to shape our understanding of the message of a passage:
 - use the BDAG lexicon to identify the sense of a word in context;
 - establishing the best text of a passage (textual criticism)
 - analyzing the epistolary situation of a letter and its relevance for interpretation
 - analyzing the rhetoric of a section of prose
 - using commentaries and other tools for uncovering relevant social/historical/cultural context

- Be proficient in using the Greek NT for sermon and teaching preparation:
 - be accustomed to reading Greek for theological and devotional content, not simply as a technical exercise
 - show a deeper understanding of the hermeneutical challenges involved in moving between the text and our world

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Dunn, James D. G. *The Epistles to the Colossians and to Philemon: A Commentary on the Greek Text*. NIGTC. Grand Rapids, Mich.: Eerdmans, 1996. ISBN 0802824412.

It is also presumed that students have a copy of the Greek New Testament in one of the two standard editions:

Aland, Kurt, et al. *The Greek New Testament*. 4th Edition. Stuttgart: Deutsche Bibelgesellschaft, 1998. (UBS⁴)

Aland, Barbara, Kurt Aland, et al. *Novum Testamentum Graece*. 27th Edition. Stuttgart: Deutsche Bibelgesellschaft, 1993. (NA²⁷)

B. ASSIGNMENTS AND GRADING

| WEEKLY EXEGESIS | | |
|--|--------------------------------|-------------|
| <p>Each week students will be responsible to exegete a passage from the New Testament on their own, prior to class. This exegesis will involve:</p> <ul style="list-style-type: none"> • translating the passage, providing explanatory footnotes (These should parse any unusual or difficult words, explain any unusual or ambiguous grammar, and highlight any places where the translation is periphrastic); • diagramming clauses/sentences as assigned; • using basic reference tools to locate the passage in its historical and literary contexts; • identifying the message of the passage for its original audience and for a contemporary audience; • applying any additional interpretive methods assigned that week. <p>This work will be marked primarily for completeness and thoughtfulness. Accuracy does count, but it is not the primary concern. Students should make corrections and further notes in light of class discussions of each passage, though these should be made in a different colour so as to be easily distinguishable. Notes should also reflect improvement in accuracy and facility with interpretive tools over the term.</p> <p><i>Note:</i> When parsing difficult words students may not use an interlinear Bible, analytic concordance, or computer parsing until a reasonable attempt has been made (5 minutes minimum, 10 minutes maximum) to parse the term for oneself.</p> | Due weekly at the end of class | 50% |
| CLASS PARTICIPATION | | |
| Students will be expected to participate actively, appropriately, and thoughtfully to class discussions and in-class exercises. This includes coming to each class prepared to discuss their exegesis of the passage assigned that week. | Weekly | 10% |
| WEEKLY QUIZZES | | |
| <p>Class will begin each week with a quiz to test:</p> <ul style="list-style-type: none"> • students' grasp of assigned morphology • students' memorization of the vocabulary assigned so far • students' ability to translate a Greek sentence <p>Note that each quiz is cumulative and will not necessarily emphasize newly reviewed material. The one lowest quiz grade will be dropped. Except in extraordinary circumstances, missed quizzes will be counted as zero.</p> | Weekly | 40% |
| TOTAL | | 100% |

C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on

tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments [*Sample*]

| | |
|---------------------|-------|
| Weekly Exegesis | 50% |
| Class Participation | 10% |
| Weekly Quiz | 40 % |
| Total Grade | 100 % |

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

| | |
|--------------------------------|--------------------|
| Jan. 15 | Introduction |
| Jan. 22 | Colossians 1:1-8 |
| Jan. 29 | Colossians 1:9-20 |
| Feb. 5 | Colossians 1:21-29 |
| Feb. 12 | Colossians 2:1-10 |
| Feb. 19 | Colossians 2:11-23 |
| Feb. 26 | Colossians 3:1-7 |
| Mar. 5 (no class Mar 12) | Colossians 3:8-17 |
| Mar. 19 | Colossians 3:18-25 |
| Mar. 26 | Colossians 4:1-9 |

| | |
|--------|--------------------|
| Apr. 2 | Colossians 4:10-18 |
| Apr. 9 | Philemon 1-21 |

V. SELECTED BIBLIOGRAPHY

Online resources are available on the “online resources” section of Prof. Ian Scott’s web-site.