



TYNDALE

• SEMINARY •

Course Syllabus

**WINTER 2019
GREEK EXEGESIS II
NEWT 0524**

**JANUARY 14 – APRIL 8, 2018
MONDAYS, 6:45 – 9:35 PM**

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Office Hours: By appointment

Access course material at <http://classes.tyndale.ca/>

Course emails will be sent to your @MyTyndale.ca e-mail account only.

[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

Designed (following on NEWT 0523) 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 will be able to:

1. Translate a section of Colossians with the help of a lexicon and a reference grammar, making only a few scattered errors;
2. 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:
 - a. successfully parse a familiar Greek word;
 - b. provide an accurate gloss for a common Greek word (occurring 10 times or more in the NT);
 - c. accurately identify the principal parts of a common irregular verb in the NT;
 - d. accurately identify the role of a participle, genitive phrase, or dative phrase and translate it accordingly;
 - e. accurately identify and translate common syntactical structures such as a double accusative or infinitive clause;
 - f. accurately diagram a Greek clause using sentence-flow diagramming.
3. 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:
 - a. use the BDAG or other lexicon to identify the sense of a word in context;
 - b. establishing the best text of a passage (textual criticism)
 - c. analyzing the epistolary situation of a letter and its relevance for interpretation
 - d. analyzing the rhetoric of a section of prose
 - e. using commentaries and other tools for uncovering relevant social/historical/cultural context
4. Be proficient in using the Greek NT for sermon and teaching preparation:
 - a. be accustomed to reading Greek for theological and devotional content, not simply as a technical exercise
 - b. show a deeper understanding of the hermeneutical challenges involved in moving between the text and our world

III. COURSE REQUIREMENTS

A. REQUIRED READING AND TOOLS

1. Dunn, James D. G. *The Epistles to the Colossians and to Philemon: A Commentary on the Greek Text*. NIGTC. Grand Rapids, MI: Eerdmans, 1996. ISBN 0802824412.
2. Vocabulary memorization software (**or your own system**): for example, *Anki* (free; download from <http://ankisrs.net>)
3. 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*. 5th Edition. Stuttgart: Deutsche Bibelgesellschaft, 2014. (UBS⁵)
 - Aland, Barbara, Kurt Aland, et al. *Novum Testamentum Graece*. 28th Edition. Stuttgart: Deutsche Bibelgesellschaft, 2012. (NA²⁸)
 - **Or** (perhaps more helpful for us!) *The UBS Greek New Testament: A Reader's Edition* (there are a number of versions of this)
4. Tyndale recommends www.stepbible.com – a free and reputable online resource developed by Tyndale House (Cambridge University) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).
5. Students may also use the following online resources:
- Dictionary: *Perseus Project* (<http://www.perseus.tufts.edu/hopper/search>) or University of Chicago (<http://logeion.uchicago.edu/>)
 - Text and Parsing Aid: <http://www.biblewebapp.com/reader/>

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 (<i>These should parse any unusual or difficult words, explain any unusual or ambiguous grammar, and highlight any places where the translation is periphrastic</i>); • sentence flow diagramming of 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 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>Note: When parsing difficult words students may not use a parsing aid until a reasonable attempt has been made (several minutes minimum, five 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 in 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		
Class will begin each week with a quiz to test: <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 	Weekly	40%

Note that each quiz is cumulative and will not necessarily emphasize newly reviewed material. The one lowest quiz grade will be dropped.		
TOTAL		100%

C. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following:

Required Reading and Class Participation	10 %
Weekly Quizzes	40 %
Weekly Exegesis	50 %
Total Grade	100 %

E. 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 are encouraged to consult [writing resources](#).

Students should also 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.

F. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's

learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Jan. 14	Introduction
Jan. 21	Colossians 1:1-8
Jan. 28	Colossians 1:9-20
Feb. 4	Colossians 1:21-29
Feb. 11	Colossians 2:1-10
Feb. 18	<i>Family Day (no class)</i>
Feb. 25	Colossians 2:11-23
Mar. 4	Colossians 3:1-7
Mar. 11	Colossians 3:8-17
Mar. 18	Colossians 3:18-25
Mar. 25	Colossians 4:1-9
Apr. 1	Colossians 4:10-18
Apr. 8	Philemon 1-25

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

A handout with helpful resources will be given out and discussed in class.