



**BL 522-1 Introduction to Greek Exegesis (3)
Winter 2006
Instructor: R. R. Remin**

Contacting the Instructor

Office: 723

Class Times: TTh 11:15-12:30

Email Address: rremin@cbccts.ca

Office Phone: 410-2000 ext. 7906

Class Location: 633

Course Description

Introduction to Greek Exegesis is a continuation of the study of the grammatical structures of Greek in conjunction with reading select texts of the Greek New Testament. The readings will provide opportunity to review grammatical structures as well as challenge the student to expand their understanding of how Greek uses of grammatical structures to communicate meaning. Students will begin to learn the various analyses which comprise the exegetical process.

Course Objectives

Primary Objectives

1. Each student will continue to advance their knowledge of Greek grammar so as to improve their ability to interpret the Greek New Testament faithfully. The emphasis falls on how understanding Greek improves ones ability to understand the New Testament. To this end the student will add to their knowledge of how the Greek language works by:
 - Learning **grammar** (participle, subjunctive mood, imperative, infinitive and perfect tense, ktl.¹),
 - Reading portions of the Greek NT for discussion and translation in class,
 - Learning primarily at recognition level all the Greek **vocabulary** of the New Testament which occurs more than fifty times,
 - Learn how to and practice carrying out **contextual**, **cverbal** (word study), and **syntactical** analyses of selected NT texts.
2. Each student will learn an exegetical method which will assist them in their movement from a text to a sermon/lesson.

¹ kai ta loipa, *and the rest*, is the Greek equivalent of *et cetera* in Latin which you all know as *etc.*

- Learning the genres and sub-genres of the literature of the NT and their purposes and how to interpret texts consistent with their genre,
 - Learn the strengths and weaknesses of some of the reference works (lexica, grammars, theological wordbooks, commentaries, translations, software) which are available to students and use these reference works while performing word studies and syntactical analyses.
 - Learn how to do studies of Greek words and/or concepts in a meaningful and accurate manner and use this knowledge in the analyses above.
 - Learn basic principles of textual criticism, how to read a critical apparatus as we read portions of the Greek NT. Learn the difference between different translations due to textual variants and those due to translation *per se* and use this knowledge in the contextual and verbal analyses.
3. Each student will learn (through lecture, illustration from NT texts read in class and completed assignments) how to follow through on their study of any given text with **theological** and **homiletical** analyses (or lesson plan) which will make the text's message relevant to a twenty first century audience and deliverable in an effective manner.
 4. Each student will learn to interpret NT texts with a hermeneutic which places highest value on contextual, verbal and syntactical reading of the text but which is also theologically informed. This hermeneutic is "literal" in the sense used by the Reformers in that the text is read and interpreted in the manner of all written human communication with attention to the grammar of language, figures of speech, genre, *etc.*. Each student will be required to begin to articulate the hermeneutic by which they will interpret the NT.
 5. Each student will be repeatedly challenged to strive for interpretation and theological reflection which is relevant to those whom they will serve. Students will also be exposed to other theological and hermeneutical systems. Each student will learn and hopefully come to own the tradition of importance of Scripture correctly exegeted from the original languages which is part of our evangelical Protestant heritage as distinct from some other Christian traditions.
 6. Since attitudes are more often caught than taught, it is hoped that through interaction in class and by the example of the instructor in this course student will enthusiastically and realistically desire to interpret the Greek NT faithfully and effectively.

Secondary Objectives

Although the following objectives are not the primary objectives of this course, they are objectives which relate to the learning outcomes which CTS desires to accomplish in the lives of our graduates and to which your instructor is wholeheartedly committed and thus will be addressed in an informal manner at several points in this course.

7. Each student accept that the learning of Greek for the purpose of faithfully interpreting the Greek NT is not accomplished in a few seminary courses but rather through the practice of life long learning.
8. Each student will begin to reflect on how the authors of the NT communicated effectively by using language and especially genre “for all it was worth” in the first century in diverse contexts and the implications for effective communication in the twenty first century.
9. The nature of this course usually challenges students at the point of integration of the personal, theological and ministerial dimensions of their lives. This is expected and provides students with an opportunity to attempt such integration in a relatively safe environment.
10. Whereas the exegesis of the Greek NT is something of a skill and an art at which each student can improve but not all are equally gifted. Again the nature of this course provides an opportunity for each student to begin to identify their God-given gifts and abilities.
11. Our evangelical Protestant tradition places a very high value on the faithful exegesis of Scripture and each student is expected to come to a better understanding and appropriation of the implications of this value system for our tradition’s understanding of who we are in Christ and our vocation in his service.
12. It is this instructor’s desire that students in this course may learn by observation something of the discipline of providing godly nurture and mentoring others in Christ.
13. Because of the instructor’s particular interest and knowledge of the Greco-Roman and Jewish cultural milieu in which the documents Greek NT were received and the differences between that setting as well as my particular interest in the diversity within the NT tradition, each student will learn something of how Christians proclaimed the Gospel, and served and lead the church effectively in a variety of settings in a world characterized by diversity.

Required Texts

The first three texts were required in the previous semester.

1. Eugene Van Ness Goetchius. *The Language of the New Testament* (Charles Scribner’s Sons, 1965).
2. Eugene Van Ness Goetchius. *Workbook, The Language of the New Testament* (Charles Scribner’s Sons, 1965).

3. Danker, Frederick William. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature* (3rd ed., revised and edited by F.W. Danker, University of Chicago Press, 2000).
 - You now need to know the Hebrew alphabet in order to count in the subsections.
 - As with all the best books, the colour of this edition is burgundy. First English edition was blue; the second was green.
4. Remin, R.R. *TA ΣΤΟΙΧΕΙΑ* (DeskTop Publishing, 2004)
5. Remin, R.R. *Study Guide to Select NT Texts*. (DeskTop Publishing 2004)
6. Grosvenor, M.A. and Zerwick, M. *Grammatical Analysis of the Greek N.T.* (trans. from Zerwick's Latin work by the same title, Biblical Institute, Rome, 1979).
7. Carson, D.A. *Exegetical Fallacies* (Baker, 1984).

Highly recommended in this semester and considered required in subsequent semesters:

Wallace, Daniel B. *The Basics of New Testament Syntax. An Intermediate Greek Grammar. The Abridgment of Greek Grammar Beyond the Basics* (Zondervan, 2000).

Wallace, Daniel B. *Greek Grammar Beyond the Basics* (Zondervan, 1996)

Highly recommended but not required:

Rogers, Cleon Jr. and Rogers, Cleon III. *The New Linguistic and Exegetical Key to the Greek New Testament* (Zondervan, 1998).

Moulton, J.H. et al. *Grammar of New Testament Greek*, 4 VOLS. vol. 1, *Prolegomena* by J.H. Moulton, vol. 2, *Accidence and Word-Formation* by J.H. Moulton, vol. 3, *Syntax* by N. Turner and vol. 4, *Style* by N. Turner, Edinburgh, 1906 through 1976). In particular volumes 1 and 3.

Blass, F and Debrunner, A *A Grammar of the New Testament and Other Early Christian Literature* (trans. and rev. of the 9th-10th German ed. incorporating supplementary notes of A. Debrunner by R.W. Funk, Chicago, 1961).

Kaiser, W.C. *Toward an Exegetical Theology* (Baker, 1981).

Fee, Gordon. *New Testament Exegesis, A Handbook for Students and Pastors* (Westminster, 1983).

Recommended and becoming harder to acquire:

Aland, K. (ed.) *Computer Konkordanz zum Novum Testamentum Graece* (1980).

Reinecker, F.A. *Linguistic Key to the Greek N.T.* (trans. with add. and rev. from the German, Grand Rapids, 1976).

Zerwick, M. *Biblical Greek* (Rome, 1963).

- Grosvenor's work above is keyed to this grammar.

Moule, C.F.D. *An Idiom Book of N.T. Greek* (second ed., Cambridge, 1959 (1953)).

Hanna, Robert. *A Grammatical Aid to the Greek N.T.* (Grand Rapids, 1983).

Metzger, B.M. *A Textual Commentary on the Greek N.T.* (United Bible Societies, 1971)

Metzger, B.M. *The Text of the N.T.: Its Transmission, Corruption and Restoration* (Oxford, 1968)

Beekman & Callow, *Translating the Word of God* (Zondervan, 1974)

Course Schedule

This class meets Tuesday and Thursday except for the following days:

- Jan 26 – CTS Winter Retreat
- Feb 21 and 24 – Winterim Modular Courses
- Mar 7 – Day of Prayer

The vocabulary quizzes will be placed on reserve to be completed at will but must be completed on or before April 18.

The analyses are due as follows:

Contextual Analysis -- February 9

Verbal Analysis -- March 16

Syntactical Analysis – April 6

Theological and Homiletical Analyses -- April 18

The Mid-term examination is scheduled for February 16.

The last class meets on April 18.

Absolute deadline for late assignments is April 26.

Course Requirements

1. Prepare assignments in Goetchius, *Study Guide to Select NT Texts*, and/or readings of the Greek NT as directed before the class in which they are discussed. Participate in the discussion in class.
2. Complete five vocabulary quizzes as directed.
3. Read Carson thoroughly and *TA ΣΤΟΙΧΕΙΑ* as directed.
4. Write a mid-term examination.
5. Complete four analyses (contextual, verbal, syntactical, and theological/homiletical) on a selected text and as directed. See handouts which accompany this syllabus.
6. Complete an initial statement of your hermeneutic for the NT with special attention to your use of Greek. (2-3 pages)

Course Grade

The following table is only intended to show the relative weight assigned each of the course requirements.

Vocabulary Quizzes	20%
Reading Carson	10%
Mid-term Examination	20%
Four Analyses	40%
Statement of hermeneutic	10%.

Important Notes

1. Remember The Rules For The Class
 - Have fun!
 - Make mistakes!
 - Ask dumb questions! There are no dumb questions!
 - Cheat in class!Consider this classroom a safe zone! There are no topics which are off limit.
2. All hand written tests and examinations must be written in ink. All other assignments must be submitted in electronic form via email to rremmin@auc-nuc.ca Each assignment must be submitted in a separate file and each file name must begin with your last name. These assignments must be in MS Word format, must use Greek and/or Hebrew fonts and must not contain any “fancy formatting” that involves colours or unusual fonts. Email me and I will supply you with Hebrew and Greek fonts.
3. You may contact your professor by various means.
 - a. Office Hours on campus:
 - i. Tuesday When not in class. Over lunch and after lunch,
 - ii. Wednesday By Appointment Only
 - iii. Thursday When not in class. Over lunch.

- iv. Friday By Appointment Only
 - b. Email in the office: rremin@auc-nuc.ca
 - c. Voice in the office: 410-2000 ext 7906
 - d. Voice at home: 946-4635
4. Absences are intolerable because of the nature of the subject being learned and the manner in which this course is taught, namely the inductive method. If you must miss a class please work through the lesson(s) missed and then come to the instructor with any problems or questions. In the event you cannot be prepared, you are better being in class unprepared than not in class at all.
5. The instructor shall comply with all academic regulations as printed in the current *Catalogue* and *Student Handbook*, and it is the student's responsibility to be familiar with these regulations. The following academic policies are particularly relevant.
- **Add/Drop Policy:** Students wishing to add a course should refer to the current academic calendar for the last day to officially enter the class. Students intending to withdraw from a course must complete the relevant Registration Revision form. The dates by which students may voluntarily withdraw from a course without penalty are contained in the Calendar of Events in the academic calendar.
 - **Course Extensions or Alternative Examination Requests:** Students may not turn in course work after the date of the scheduled final examination for the course unless they have received permission for a "Course Extension." Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination times must be submitted to the Registrar's Office two weeks prior to examination week (noted as the "Last Day for Alternative Exam or Course Extension Requests" on the academic calendar). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."
 - **Plagiarism and Academic Dishonesty.** The seminary maintains a zero tolerant policy on plagiarism and academic dishonesty. Plagiarism and academic dishonesty can result in a failing grade for an assignment for the course, or immediate dismissal from the seminary. Even unintentional plagiarism is to be avoided at all costs. Students are expected to be familiar with the policy statements in the current academic calendar and the student handbook that deal with plagiarism, academic dishonesty (cheating), and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.