



BL 522-1 Introduction to Greek Exegesis (3)
Winter 2011
Instructor: R. R. Remin

Contacting the Instructor

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Class Times: W Fr 11:15 - 12:30

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Class Location: L2100

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.

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, $\alpha\epsilon\iota\omicron\upsilon$ 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, verbal** (word study), and **syntactical** analyses of selected NT texts. These analyses are the fundamental elements of the exegetical process.

¹ $\alpha\epsilon\iota\omicron\upsilon$ ♦ $\alpha\epsilon\iota\omicron\upsilon$ ● $\alpha\epsilon\iota\omicron\upsilon$, and the rest, is the Greek equivalent of *et cetera* in Latin which you all know as *etc.*

2. Each student will learn an exegetical method which will assist them in their movement from a text to a sermon/lesson.
 - 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 Ambrose Seminary 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. Each student can improve skills 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. 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. Carson, D.A. *Exegetical Fallacies* (Baker, 1984).
5. Remin, R.R. *TA ΤΟΙΧΕΙΑ* (DeskTop Publishing, 2004)
6. Remin, R.R. *Study Guide to Select NT Texts.* (DeskTop Publishing 2004)
7. Either of the following:

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); or computer program which provides the same information and accomplishes the same purposes.

The three best programs available are:

Bibloi 8.0 -- <http://www.silvermnt.com/bibloi.htm> This is the one used in class.

Logos Bible Software -- <http://www.logos.com/> An associated name is Libronix.

Accordance Bible Soft. -- <http://www.accordancebible.com/> MAC platform,

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 Wednesday and Friday from 11:15 to 12:30 a.m. except for the following days:

- January 26 – Ambrose Seminary’s student and faculty retreat.
- Feb 23 and 25 – Winter Modular Courses
- March 9 (Wednesday) – Global Impact Day
- April 15 – The last day of classes was April 14
- April 26 – Last day to hand in late assignments. (Last day of semester which is the last day of the examination period.)

The various analyses are due as follows:

Contextual Analysis – February 18

Verbal Analysis -- March 18

Syntactical Analysis – April 8

Theological and Homiletical Analyses -- April 15

The Mid-term examination is scheduled for March 4.

There is no final examination!

Absolute deadline for late assignments is April 26; for graduating students the absolute deadline is one week before..

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 four/five analyses: contextual analysis, verbal analysis, syntactical analysis and the theological analysis in conjunction with the homiletical

analysis. These analysis are typically submitted as a formal written assignment but may be presented orally in class when the size of the class permits.



3. Attend the two evening lectures by Dr. Fitch who will present two separate public lectures on ***“The Future of Evangelicalism: Forging a New Faithfulness in a Post Christendom North America.”*** These will take place at 7:00 p.m. Wednesday and Thursday, February 16 & 17 in the Ambrose University College Gymnasium. These lectures have a direct connection to your theological and homiletical analyses in this course.
4. Complete five vocabulary quizzes as directed.
5. Read Carson thoroughly and *TA ΤΟΙΧΕΙΑ* as directed.
6. Write a mid-term examination.
7. Complete an initial statement of your hermeneutic for the NT with special attention to your use of Greek. (2-3 pages) Directions will be provided.

Course Grade

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

Vocabulary Quizzes	15 %
Reading Carson	10 %
Mid-term Examination	20 %
Five (Four) Analyses	45 %
Statement of hermeneutic	10%.

Very Important Notes

1.  All hand written tests, examinations, or any other hand written thing you hand to your professor must be written in ink! Your professor cannot and will not read anything written in pencil.
2.  All other assignments must be submitted in hard copy. (Do not submit electronic copies and expect me to print them.) Follow these guidelines!

- All printing is in black ink and on white paper. Twelve point font. There are no other colors or shading. No borders around pages.
- The cover page will have this information in this order, centered on the page, and nothing else at all.
 - The name of the assignment at the top of the page.
 - Student's name two thirds of the way down the page. Student number is optional, but if included should be on the next line immediately below the name.
- At least three quarters of the way down the page the words "Ambrose Seminary" must appear and on the next line the date on which the assignment was handed in.
- The fonts used must be twelve point standard fonts. The basic fonts such as Times New Roman, Arial, etc.
- Any Greek and/or Hebrew in the assignment must be in a Greek or Hebrew font.

Do not put quotation marks around nor italicize any Greek or Hebrew words in Greek or Hebrew fonts. Transliteration is not acceptable except in a direct quotation or a title of a published work. Students will be provided with fonts upon request. However, it is the student's responsibility to ensure that the fonts are correctly printed before the paper is handed in. (Not all printers will correctly print all fonts.) This is the students responsibility. Papers with incorrectly printed fonts will not be read. In the effect of "font printing failure" the Greek or Hebrew words may be hand printed in black ink. (This was how it was done from the time of the invention of the type writer until the passing of the same when the personal computer was invented.)

- Footnotes and bibliography must be consistent and in an acceptable format which identifies who wrote what, when and where it was published.
- One (and only one) staple in the upper left corner. Do not use plastic covers, rings, binders, etc. Think "Adam's ale!"

3. You may **contact your professor** by various means.

- a. Office Hours. These Office Hours on campus are subject to meetings called by higher authorities (president, dean, registrar), previously scheduled meetings with other students, the instructor's health (doctors' appointments, medical emergencies), snow storms, ice storms, highway closures, automobile failure, and/or "the crick don't raise." Book an appointment via email to ensure that I'm here, that you will receive notification of cancelation or you will not be preempted by another appointment (the above notwithstanding) .
 - i. Monday Afternoons

- ii. Tuesday Mornings and early afternoon by appointment only
- iii. Wednesday Between the first and second class period; after lunch.
- iv. Thursday By appointment only
- v. Friday Between the first and second class period; after lunch.

- b. Email in the office: rremin@ambrose.edu
- c. Voice in the office: 410-2000 ext 7906

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 class ready for the next lesson. Come to the instructor with any specific problems or questions. In the event you cannot be prepared, you are better being in class unprepared than not in class at all. Too many absences will affect your final grade either by virtue of a poor assignments or an adjustment of your final grade by the instructor.

5. **Classroom Etiquette.** The following activities are considered poor classroom etiquette:

- Coming in late,
- Talking while someone else is talking,
- Consumption of meals as opposed to minor snacks,
- Consumption of snacks in a noisy, smelly and/or disruptive manner,
- Use of electronic devices such as cell phones, *i-pods, etc.*,
- Use of laptops for purposes (*e.g.* watching videos, playing solitaire) not directly connected to the class, and
- The practice of any behaviours considered impolite in adult company.

Depending on the degree and/or frequency of the breach of etiquette, the professor may display his displeasure in any one or more of the following manners:

- Frown, scowl, rolling eye balls (his not yours),
- Utterance of sounds of disgust,
- Sarcastic comments,
- Utterance of specific prohibitions,
- Dismissal of a student from the class,
- Ending the class prematurely, or
- In extreme cases the professor's immediate departure from the classroom.

6. **Grades for the course.** The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

An **appeal for change of grade** on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

7. **Some more very important dates.**

The **last day to enter** a course without permission and /or **voluntary withdrawal** from a course without financial penalty (**drop**) – **Friday, September 17, 2010** (Fall semester). These courses will not appear on the student’s transcript.

*Students may change the designation of any class from credit to audit, or drop out of the “audit” up to the “drop” date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a **new policy**, beginning in the 2010-2011 academic year.*

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to **voluntarily withdraw from a course without academic penalty (withdraw)** – **Friday, November 12, 2010** (Fall semester). A grade of “W” will appear on the student’s transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal

Deadline because of health or other reasons may apply to the Registrar for special consideration.

8. It is **the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar**. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.
9. **Extensions and Alternative Examination Dates.** Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period **unless they have received permission for a “Course Extension” from the Registrar’s Office**. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.” The deadline this semester is **November 29**.
10. **Plagiarism and Cheating.** We at Ambrose are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.
11. Students are advised to retain this syllabus for their records.