

Course ID:	Course Title:	Winter 2018
BL 522	Introduction to Greek Exegesis	Prerequisite: BL 521
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	THURSDAYS	Instructor:	R. REMIN	First day of classes:	Thu, Jan. 4
Time:	8:15-11:00	Email:	rremin@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan. 14
Room:	L 2100	Phone:	404 410 2000 ext. 7906	Last day to request revised exam:	Mon, Mar. 5
Lab/Tutorial:	None	Office:	L2081	Last day to withdraw from course:	Fri, Mar. 16
		Office Hours:	See below! By appointment.	Last day to apply for coursework extension:	Mon, Mar. 26
Final Exam:	None			Last day of classes:	Wed, Apr. 11

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 grammatical structures to communicate meaning. *Prerequisite BL 521*

Expected Learning Outcomes

Primary Outcomes

- Each student will continue to advance their knowledge of Greek grammar so as to improve their ability to interpret the Greek New Testament faithfully and accurately. The emphasis falls on how understanding Greek improves one's 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, & ⚡ ⬢ ⚡ ⬤ ⚡),
 - Reading portions of the Greek NT for discussion and translation in class,
 - Learning at a recognition level all the Greek vocabulary of the New Testament which occurs more than sixty times,

2. Each student will learn an exegetical method which will assist them in their movement from a text to a sermon/lesson. This methodology consists of five steps or analyses. To this end each student will learn how to carry out contextual, verbal (word study), and syntactical analyses of selected NT texts and how to then follow through with the theological and homiletical analyses (or lesson plan). These analyses include all of the fundamental elements of the exegetical process.

The first three analyses (contextual, verbal and syntactical) will require each student to learn among other things:

- Learn how to determine the beginning and ending of a unit of text;
- Learn 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 how to 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 to understand a text's meaning;
- Learn basic principles of textual criticism and how to read a critical apparatus as we read portions of the Greek NT; learn the difference between differences in translations which are due to textual variants and which are due merely due to choices made by translators in the translation process per se.
- Learn how to use Greek syntax to determine the relationships between the parts of a Greek sentence and how these relationships are reflected in meaning.

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.

3. 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.
4. 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 the importance of Scripture correctly exegeted from the original languages. This tradition is particularly important in our evangelical Protestant heritage as distinct from some other Christian traditions.

5. Since attitudes are more often caught than taught, it is hoped that through interaction in class and by the instructor's example in this course each student will enthusiastically and realistically desire to interpret the Greek NT faithfully and effectively.

Secondary Outcomes

Although the following outcomes are not the primary outcomes 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.

6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. Because of the instructor's particular interest and knowledge of the Greco-Roman and Jewish cultural milieu in which the documents of the Greek NT were received and the diversity reflected in that setting as well as the NT documents themselves, 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.

Textbooks

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. ❄️👉👉👉👉👉👉 (2004)
 5. Either of the following grammatical analyses or software:
 - 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.
 - Bibloi 8.0 -- <http://www.silvermnt.com/bibloi.htm> This is the one used in class. Bibloi is the least expensive.
 - 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:

1. Carson, D.A. *Exegetical Fallacies* (Baker, 1984).
2. Wallace, Daniel B. *The Basics of New Testament Syntax. An Intermediate Greek Grammar. The Abridgment of Greek Grammar Beyond the Basics* (Zondervan, 2000).
3. Wallace, Daniel B. *Greek Grammar Beyond the Basics* (Zondervan, 1996)

Highly recommended but not required:

1. Rogers, Cleon Jr. and Rogers, Cleon III. *The New Linguistic and Exegetical Key to the Greek New Testament* (Zondervan, 1998).
2. 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.
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).
4. Kaiser, W.C. *Toward an Exegetical Theology* (Baker, 1981).
5. Fee, Gordon. *New Testament Exegesis, A Handbook for Students and Pastors* (Westminster, 1983).

Recommended and becoming harder to acquire:

1. Aland, K. (ed.) *Computer Konkordanz zum Novum Testamentum Graece* (1980).
2. Reinecker, F.A. *Linguistic Key to the Greek N.T.* (trans. with add. and rev. from the German, Grand Rapids, 1976).
3. Zerwick, M. *Biblical Greek* (Rome, 1963).
 - Grosvenor's work above is keyed to this grammar.

- c. There will be no cover page. In the upper left corner of the first page, include the following information in this order. This information is single spaced.
- i. On the first line, the name of the assignment and the text. E.g. Contextual Analysis, Matthew 28.
 - ii. On the second line the words, Introduction to Greek Exegesis.
 - iii. On the third line the student's complete name which is the same as the name under which you are registered in this course. The name is followed by the student number.
 - iv. On the fourth line the words, "Ambrose Seminary" must appear. In certain specific cases Amrose University may be more appropriate.
 - v. On the fifth line the date on which the assignment was submitted.
- d. The remainder of the paper is double spaced in 12 point font of a common type (Times New Roman, Calibri, etc.); the format is that appropriate to an academic paper with footnotes and bibliography. No extra colours or special fonts except for Greek and/or Hebrew are to appear in the paper. The bibliography is single spaced in proper academic format.
- e. Writing Greek in your paper. You know Greek and are expected to act accordingly.
- i. You have to use Greek letters for Greek words. And Hebrew letters for Hebrew words if you know Hebrew. Transliteration is unacceptable except in the title of an entry in your footnotes and/or bibliography or a direct quotation.
- If your computer does not have Greek fonts, get them! Or print the Greek by hand in black ink!
- ii. Beware! Not all printers will print all fonts correctly. This is your responsibility to ensure all fonts are printed correctly in you papers. Check your work before you hand it in.
 - iii. Do not italicize the Greek because it is in a foreign font. Remember you are not doing transliteration. Do not underline the Greek for the same reason! Do not put the Greek in quotation marks! The distinctive font is the "tip off" that it's a foreign word and therefore all of these other conventions are unnecessary.
- f. Each analysis is as long as it needs to be to do the analysis responsibly. The last page of each analysis contains the bibliography.
- g. **The presentation of the ideas in your papers** must be consistent with these standards. Each student is expected to do research and then state the ideas derived from that research in their own words in their papers. **There will be no direct quotations at all in the body of your paper.** At no point will an idea be introduced with a perfunctory phrase such as "Nemo F. Scholar says." If a student errs, and a student does include material taken *verbatim* from a source, and since you have been told there will be no direct quotations or quotation marks, this constitutes a failure to follow instructions and will incur appropriate penalties. The grade for the assignment will be F.

5. 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.
6. Use a software option to assist the study of the Greek and Hebrew Testaments. (There is no software package for just one of these languages.) Which program is immaterial. Investing in one is essential. Try out these websites for the best programs. The programs will be discussed in class. But as you investigate ask these simple questions.
 - Which Greek and Hebrew texts are included in the program?
 - Which translations are included – *LXX, Vulgate, RSV, NRSV, NIV, NASB, etc.*?
 - What can be added to this platform? *BDB, Word Biblical Commentary, Bauer-Ardnt-Gingrich, TDNW, Van Gemeren*?
 - All of these programs have “tagged text.” All of them do concordance type searches. But do they have GRAMCORD? What’s GRAMCORD?
 - Do they have a simple mouse click or macro to link to commentaries and lexicons which come with the software package or can be added to the platform?

Here are the three most commonly used programs. All three provide on line demos.

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

Logos Bible Software -- <http://www.logos.com/> Special rates? Many variations.

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

Submission of Assignments

1. Although there is no Moodle Site for this course to which students may submit assignments because there are too many issues with the electronic display of Greek and Hebrew fonts, students may submit their assignments as Word or pdf attachments directly to the professor’s email. Be sure to identify each attachment with student name and one other word to distinguish the assignments from the student’s other assignments.
2. Ω●ℓ◆ℓ◆ℓ☞ All vocabulary tests or any other hand written thing must be written in ink! Your professor cannot and will not read anything written in pencil.

Attendance:

1. **Absences** are intolerable because of the nature of the subject being learned and the manner in which this course is taught, namely a modified 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. Too many absences will affect your final grade (either by examination or adjustment by the instructor.)
2. Please do not ask for permission to be absent from class for one class or a series of classes. The student has to do what the student has to do. The instructor will do what the instructor has to do. The instructor will not give permission to any student to act in a manner which is not in the student’s best interest. Nor will I be an enabler to your addiction to absenteeism.

Grade Summary:

The final grade for this course will be calculated as follows:

Participation and preparedness for class and assignments collected from classes	20%
Five vocabulary quizzes	20%
Four (Five) Analyses	50 %
Statement of hermeneutic	10 %

Although no points are given for attendance, absences will result in deductions.

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

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

Additional Policies Imposed by the Instructor:

1. 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 rose." Book an appointment via email to ensure that I'm here, that you will receive notification of cancelation or you will not be pre-empted by another appointment (the above notwithstanding).
 - Monday Some Monday mornings by appointment.
 - Tuesday Not on campus. By appointment only.
 - Wednesday Before class or after class
 - Thursday After chapel after my morning class.
 - Friday Not on campus. By appointment only.

2. Electronics in Class.

- Except for the legitimate purposes of this course, all laptops and electronic devices are prohibited in this course. Students must learn to write and print the languages; typing keys will not facilitate the learning of writing and printing the alphabet. Writing and printing will make your learning more efficient.
- The recording of class sessions by any means is absolutely prohibited under all circumstances.

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

- Coming in late,
- Talking while someone else is talking,
- Disruptive behavior,
- Consumption of meals as opposed to minor snacks,
(Definition of a meal. If a knife, fork, spoon or sticks are required, it's a meal!)
- Consumption of snacks in a noisy, smelly and/or disruptive manner,
- Personal grooming,
- 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 or in contravention of the laws of Alberta, specifically those prohibited while driving a motor vehicle.

Depending on the degree and/or frequency of the breach(es) 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.

In extreme cases, in cases where the professor determines that a student's behaviour, attitude or consumables are affecting other student's negatively, the offensive individual and "theirs" will be summarily dismissed from the classroom for a "time out" the length of which will be determined unilaterally by the professor.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account

regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between

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T 403-410-2000 TF 800-461-1222
info@ambrose.edu
ambrose.edu

class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their 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.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required 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.

Extensions

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 deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

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 Registrar's Office in writing and providing the basis for appeal 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. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We 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 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 acknowledge 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 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.

Note: Students are strongly advised to retain this syllabus for their records.