



CANADIAN
THEOLOGICAL
SEMINARY
Alliance University College

**BL 621 (NT 710) *Advanced Greek Exegesis (3)*
Fall 2005
Instructor: R. R. Remin**

Contacting the Instructor

Office: 723

Class Times: Th 1:00-3:30

Email Address: rremin@cbccts.ca

Office Phone: 410-2000 ext. 7906

Class Location: TBA

Course Description

An advanced study of Greek grammar for the purpose of gaining insight in the meaning of the New Testament text. This study will enable the student to understand a text in more detail as well as how the grammatical structures of Greek may have lent themselves to different interpretations. May be repeated for credit depending on the biblical books selected for study. *Prerequisite: BL522.*

This year the Greek reading will be primarily the speeches in the *Acts of the Apostles*. The Attic style of Acts is somewhat distinctive in the New Testament and serves as a good place for Greek students to practice their skills and develop their understanding of Greek syntax. The speeches have been chosen because in ancient historiography author's used speeches as a vehicle for the characters to express their points of view and values which in the case of *Acts* would be their theology.

Student Outcomes

1. The student will prepare before class and read and discuss in class as many of the speeches of *Acts* in Greek as the students' abilities and the limitations of the academic semester allow.
2. Each student will improve their understanding of Greek grammatical structures *per se* and how these structures relate to exegesis. The professor will work with each student in order to assist the student in setting goals for themselves in their development of their knowledge and abilities in Greek.
3. Each student will learn the text critical, exegetical, and hermeneutical issues of *Acts* and the implications for preaching and teaching *Acts*.
4. Each student will read more of *Acts* in Greek and English than is actually dealt with in class.

Required Texts

1. The fourth edition of the United Bible Society's Greek New Testament.

Advanced Greek Exegesis, CTS, Remin

This is the August Edition Syllabus and remains subject to minor revisions.

2. 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).¹

Note: You now need to know the Hebrew alphabet in order to count in the subsections.

Note 2: As with all the best books, the colour of this edition is burgundy. First English edition was blue; the second was green.

3. Wallace, Daniel B. *Greek Grammar Beyond the Basics, An Exegetical Syntax of the New Testament* (Zondervan, 1996).
4. A list of commentaries and monographs for *Acts* will be distributed and discussed in class. Students are encouraged to read extensively from the better ones.

Course Schedule

This course meets on Thursdays from 1:00 p.m. to 3:00 p.m. in one of the class rooms of the Canadian Theological Seminary.

Special dates to remember are:

September 27	Day of Prayer (no CTS classes)
October 26-27	Missions Emphasis Days (no CTS classes)
November 10-11	Mid-semester Break
November 14	Research Paper is due.
December 15	In place of the final examination the class will meet on this date.
December 15	Sermon series or exegetical commentary is due at the beginning of the scheduled class meeting..
December 21	The Day beyond which no professor can grant an extension for incomplete work. This is the Day by which you must apply to the Dean and/or Registrar's Office for an extension beyond this the Day!

Course Requirements

Note: All assignments must be submitted in electronic form via email. These assignments must be MS Word format and must use Greek and/or Hebrew fonts. The fonts will be made available to students.

1. Attend all scheduled sessions of this course. In a course of this nature attendance in class is mandatory because of the interaction which takes place over the text.
2. Read *Acts* in Greek as directed for class sessions. The class sessions will be taken with discussion of Greek grammatical structures, discussions of implications of grammatical structures for translation and interpretation. If students are finding a

¹ Previous edition was Bauer, W., Gingrich, F., and Danker, F. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature* (2nd Eng. ed. revised and augmented by F.W. Gingrich and F.W. Danker incorporating the additions and corrections of the 5th German ed., Chicago, 1979).

particular text difficult, students need to prepare the text by forming and articulating their questions. The professor will also systematically teach grammar as the need arises.

3. Read in the various reference works available to students. Keep a record of this reading. Demonstrate initiative.
 - a. Use and read entries in Danker's NT Greek-English lexicon as part of preparing for class and/or as directed by the professor. Students are expected to demonstrate some initiative in the use of Danker.
 - b. Read in Greek grammars sections relevant to the Greek text being read. The professor will regularly identify relevant sections. Students should take the initiative to identify the relevant sections in grammars by using the indices of the grammars and Robert Hanna's *A Grammatical Aid to the Greek New Testament* (1983).
 - c. Read and report on reading in commentaries and monographs on *Acts*.
4. Read (only read) Daniel Wallace's *Greek Grammar Beyond the Basics*.
5. Complete one (1) of either of these two assignments.
 - a. Write a concise exegetical commentary on one of the speeches of *Acts*. A list of passages will be circulated. All selections must be approved by the professor. Directions for this project will be distributed. This paper must reflect your awareness of the various relevant reference works for the study of NT Greek and the critical issues relating to the selected text.

OR

- b. Write a series of three sermons (in outline) or lesson plans which are based three speeches from *Acts* and which reflect the message and theology of that speech. These sermons or lessons will be:
 - expository in nature (as opposed to allegorical or topical);
 - based on units of the text which are of a length realistic for teaching or preaching;
 - consistent with the message and emphasis of the whole of *Acts*;
 - relevant to a contemporary audience;
 - each sermon will be accompanied by a summary of the critical issues of the text on which that sermon is based.
 - The sermon outlines or lesson plans may be submitted as a completed collection or one or more at a time.

Each of the sermon outlines or lesson plans must include the following:

- a. a bibliography of items read relating to the passage,
- b. a one page, single spaced and typed, summary of the more technical aspects of the identified unit of Greek text, such as significant points of grammar, interpretation, etc.
- c. a sermon outline or lesson plan of two pages length. The sermon or lesson plan must begin with a clear statement of the purpose of the

sermon or the lesson. This statement is not to be part of the sermon or lesson.

6. Write a concise summary of one of the critical issues relating to *Acts*. All topics must be approved by the professor but here are a few examples:
 - a. Recreating the NT (*Acts*) in the twenty-first century. Describe and evaluate the hermeneutic behind this use of *Acts*. In other words is *Acts* descriptive or prescriptive.
 - b. The nature of the sermons (speeches) in *Acts*. Are the speeches *verbatim*, summaries or Luke's creations?
 - c. The Holy Spirit in *Acts*. Describe and evaluate some of the recent publications in which some scholars appear to be driving a significant wedge between Luke's doctrine of the Holy Spirit in *Acts* and the doctrine of the Holy Spirit as reflected in the Pauline epistles.
 - d. In what sense is *Acts* "history?" Is this history descriptive or prescriptive? How then does one use this history?
 - e. Textual criticism and *Acts*. Why are there more textual variants for this book than any other in the NT?
 - f. Who are the "leading women" referred to in *Acts*?
 - g. Describe the changes in the nature and tone of the narrative of *Acts* at the point at which Luke adopts the first person.
7. Interview with professor at the semester's end in which interview the student and professor discuss a selected text from *Acts* and the student reports on his/her reading, researching, etc. on the book of *Acts*.

Course Grade

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

Attendance, preparedness, participation in class and reading	25%
Mastery of Greek	20%
Critical Issues in <i>Acts</i> paper	20%
Exegetical Commentary or Semons	35%

Important Notes

1. Students will not use interlinear editions (including that by Friberg's) of the Greek NT in class. This rule is absolute. Do not insult the professor or yourself by bringing these to class.

2. All assignments must be submitted in electronic form via email. These assignments must be MS Word format and must use Greek and/or Hebrew fonts. The fonts will be made available to students.
3. By means of a written examination students may challenge the grade assigned for in class demonstration of preparation of Greek text and reading of the scholarly materials.
4. As the need may arise minor modifications to this syllabus and the class schedule may adopted from time to time.
5. You may contact your professor by various means.
 - a. Office Hours on campus:
 - i. Monday Afternoons
 - ii. Tuesday When not in class. Over lunch
 - iii. Wednesday By Appointment Only
 - iv. Thursday When not in class. Over lunch.
 - v. Friday By Appointment Only
 - b. Email in the office: rrem@cbccts.ca
 - c. Voice in the office: 410-2000 ext 7906
 - d. Voice at home: 946-4635
6. 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.
7. 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.
 - a. **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.
 - b. **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."

c. 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.