

Mennonite Brethren Biblical Seminary
Intermediate Greek Exegesis (Fall 2008)

NT-608 (3 units)

Instructor: Tim Geddert (Office # 8)

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Class Meets 8:30 – 11:30 AM Mondays, August 25 – December 8

(except Sept. 3 (Labor Day), Sept. 22 (prof. gone) and Oct. 6 (intensives week).

A. Objectives for the Course

This course is designed to advance the student's knowledge of New Testament Greek and to apply that knowledge to the task of reading and understanding the New Testament. (Prerequisite: NT-510-511 Elementary Greek).

B. Nature of the Course

This course will involve careful analysis of Greek grammatical concepts. Students are expected to understand the range of options open in interpreting words, phrases, and sentences in Greek and to gain ability to make wise decisions about which of these options best captures the meaning intended by the New Testament author.

The textbook by Black plus the help of the professor and some additional resources drawn from various workbooks will be the main resources for learning the exegetical options and strategies. Students will learn various aspects of New Testament Greek syntax, but always with the goal in mind that they improve in their ability to read and understand N.T. Greek, and the Greek N.T.

Reading various N.T. texts in Greek will provide opportunity to illustrate the options and learn how to make good exegetical decisions. Once we have worked through the grammar text book, we will read carefully the Greek text of Matthew 5 – 7 (The Sermon on the Mount), analyzing the text both grammatically and theologically. Each student will also work carefully through another New Testament text as they write their research paper.

C. Desired Outcomes

It is the goal of MBBS to ensure that through the courses we offer, every student shall:

1. Demonstrate commitment to live as a disciple of Jesus in Christian community
2. Articulate commitment to a biblical theological Christian perspective
3. Interpret diverse cultural contexts of ministry using theological perspectives integrated with social scientific approaches
4. Practice leadership skills.

In this course the first objective is fostered as a cohort of fellow learners examines together as accurately as possible the truth claims of Scripture, by learning to read the New Testament in community in the original language. (character formation)

The second is fostered as students learn to discern more accurately the theological meaning of New Testament texts, through careful exegetical work in the original language. (biblical formation)

The third is fostered as the linguistic gap between our world and the world of the New Testament is bridged through increased ability to read the texts within the language and thought world of the authors and original readers. (ecclesial and inter-cultural formation)

The fourth is fostered as skills are developed which will lead to more effective understanding of, and preaching and teaching of New Testament texts. (ministry formation)

D. Textbooks for the Course

Required Texts:

Aland, Kurt. (et. al.) The Greek New Testament. (4th revised ed.) New York: United Bible Societies, 1993 or newer. (The edition with the dictionary is recommended).

NOTE: If you already have the second or third edition of the U.B.S. Greek N.T. or any edition of the Nestle-Aland Greek N.T., you may not need to buy a new text for this course, but you may need to for Greek IV (if you plan to take that course). Please check with the professor. (A "Textus Receptus" is not adequate.)

Black, David Alan, It's Still Greek to Me. Baker, 1998.

Any Greek Lexicon/Dictionary (the one at the back of the Greek N.T. is adequate.)

Other helpful resources: (These are not required but we will use some of these resources in class!)

Arndt, W.F. and Gingrich, F.W. A Greek-English Lexicon of the New Testament and other Early Christian Literature. Chicago: University of Chicago, 1979. (This is the standard lexicon, "The Big One." It is very comprehensive and is therefore somewhat difficult to use.)

Guthrie, George H. and J. Scott Duvall, Biblical Greek Exegesis. Zondervan, 1998. This book teaches methods of grammatical and semantic diagramming. We will spend some time learning these methods and practicing them, based on a few exercises in this workbook.

Han, Nathan. A Parsing Guide to the Greek N.T. Scottsdale: Herald Press, 1972. (This is a time-saving help which parses all the verbs encountered when reading a N.T. text; it has some deficiencies, however! . . . and is replaced by any electronic Bible program that does the same thing and more!)

Kubo, S. A Reader's Greek-English Lexicon of the New Testament. Grand Rapids: Zondervan, 1975. (This is helpful "vocabulary" book that saves much time in translating from the N.T. Again, any electronic Bible program working with Greek makes this unnecessary.)

Mounce, William D. A Graded Reader of Biblical Greek. Zondervan, 1996. (This book contains a helpful summary of the material in Wallace [see below] and contains various readings from the N.T. which can be worked through in reviewing Elementary Greek and learning to apply new insights from our study of syntax in this course.)

Newman, Jr., B.N. A Concise Greek-English Dictionary of the New Testament. London: United Bible Societies, 1971. (This is the dictionary included with the UBS Greek NT. It is also available separately.)

Wallace, Daniel B. Greek Grammar: Beyond the Basics. Zondervan, 1996.

- This is "The Big One" in terms of Greek grammar. It is a resource book which will be available in the library. However, some students may wish to purchase this text as a permanent resource. A summary of its material is contained in the Mounce Graded Reader (see above).

Any Bible software program that works with the Greek text (strongly recommended). Some options are Logos, Bible Works, etc.

E. Outline of the Course

During the first half of the course (i.e. up to approximately Oct. 20), we will do the following:

- introduce the course, the syllabus, and the text books, etc.
- review Elementary Greek (paradigms, concepts, reading practice)
- re-read parts of 1 John 1:1 - 2:2 and 2:28 - 3:10, with the help of Mounce's, Graded Reader, pp. 1-11.
- work through the chapters of Black in order to review grammar and supplement what we learned in Greek I and II with a more detailed account of what is involved in the various parts of speech, grammatical constructions and verb forms. (The goal is to complete our work with Greek grammar, using various texts for practice, by Oct. 20.
- A take-home midterm exam will be written between Oct. 20-27.

During the last half of the course we will:

- read through the Sermon on the Mount (Matthew 5-7) in Greek.

- Note: assigned readings must be prepared ahead of the class period in which they are to be discussed.
- Approximate schedule:
 - o Oct. 27 – Matthew 5:1-16
 - o Nov. 3 – Matthew 5:17-32
 - o Nov. 10 – Matthew 5:33-48
 - o Nov. 17 – Matthew 6:1-24
 - o Nov. 24 – Matthew 6:25 – 7:12
 - o Dec. 1 – Matthew 7:12-29
- On Dec. 8, student will present their research papers.
- After Dec. 8, a take-home final exam will be written.

NOTE: Unannounced **“Pop-Quizzes”** will be held at various points throughout the course:

- These short quizzes taken at the beginning of various class periods will test the students’ advance preparation for class sessions. During the first seven weeks these will test comprehension of the material from the Black textbook assigned for each day. During the last seven weeks these will test preparation to read verses in Matthew 5-7 in Greek.

F. Assignments for the Course

TEXT BOOK: Students are expected to master the concepts in Black’s “It’s Still Greek to me.”

GREEK READING: Students will demonstrate their ability to read Greek in four ways: by class participation, by their exegetical work, by a midterm test, and by a final exam.

RESEARCH PAPER: Students are to write a research paper on one NT text. This paper will consist primarily of a careful reading of the Greek text, in which the student explains grammatical decisions made and their implications for interpreting the text. Grammatical and/or semantic diagramming may also be used. The exegetical work of others (commentaries, etc.) should also be consulted and should be referenced, but the paper must give evidence of original work as well.

Texts should be chosen in consultation with the professor. Students are encouraged to select a text that helps them with projects they are working on in academic or ministry contexts. If a text is selected that is part of an assignment for another course, students should consult with the prof. of that other course for permission to also work on that text in this course.

Parameters: 10 pages double-spaced. These 10 pages should interpret the text based on your reading and studying of the text in Greek. Your “background work” (e.g. word by word translation of the text, structural diagrams, word studies, etc.) may be attached to the paper as appendixes, if that provides the information on which your interpretation is based. Note that students who have not learned or developed any other exegetical method should follow the steps you learned in BI 505 (Biblical Interpretation I).

Due date: Dec. 1. (On Dec. 8, each student will present the major findings of their paper to the class.)

QUIZZES and EXAMS:

There will be “Pop Quizzes” from time to time, a short take-home midterm test after Oct. 20, and a more comprehensive take-home final exam after Dec. 8.

G. Grading for the Course

Research Paper: 40 %

(5% of this will be for the class presentation on Dec. 8)

Quizzes: 15%

Midterm Test: 10 %

Final Exam: 25 %

Attendance and Class Participation: 10 %

(Note: this last category will be based on attendance and evidence of having mastered the concepts in the textbooks and on the ability to read Greek, as demonstrated in classroom work.)

H. Academic Policies

MBBS academic policies (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies/>. These policies provide guidance on academic integrity and plagiarism, accommodations for disability, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, grading templates, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to your professor or consult the Registrar.

Course evaluations are to be completed online and are due one week after the completion of the course. Official grades will not be posted until the student’s evaluation of the course is completed.

Class Participation is one of the most significant parts of the shared learning experience at MBBS. Any student who misses more than 25% of the class time in a course may have their grade reduced by a full letter grade and may be at risk for failing the course. Exceptions to this policy may be considered because of medical or family emergencies; but all exceptions must be approved by the faculty member and the Academic Dean.

Course evaluations are to be completed online and are due one week after the completion of the course. Official grades will not be posted until the student’s evaluation of the course is

completed.

Evaluation. All written assignments will be assessed according the following categories: appropriateness, clarity, comprehensiveness, creativity, argumentation, form and care. “Student work will be evaluated by two standards: a) by what is considered the appropriate level of graduate performance, and b) by comparison with work submitted in a given class” (see MBBS academic guidelines). The letter grades conversions follow the MBBS Grading Template: A (100-94%), A- (93-90%), B+ (89-87%) B (86-83%), B (82-80%), C+ (79-77%), C (76-73%), C- (72-70%), and F (69-0%). The performance expectations are as follows: "B" is the baseline which means the student is doing satisfactory work. "B+" or higher grades indicate the student has exceeded the baseline performance standard. "C" grade indicates that the student has not achieved the baseline level.

Formatting Specifications. On questions of style and citation form, consult Carole Slade, *Form and Style: Research papers, Reports, Theses*, 11th Edition. Boston, MA: Houghton Mifflin Company, 2000. Any of the styles explained in that resource are acceptable, but please be consistent.

Electronic Submission of papers is acceptable. Please email them to tgeddert@mbseminary.edu. Your assignments should be attached documents using Word, RTF, or PDF format.