

## **ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY**

### **Graduate Course Syllabus**

**Course Number: BNT 602**

**Course Name: Greek Exegesis II**

**Semester and Year: Spring 2023**

**Instructor:** Jonathan Numada, PhD

**Contact Information:**

Jonathan.Numada@twu.ca

**Office Hours:** Tues, Wed, 9am to 3pm.

My office is on the second floor in the Fosmark Northwest wing. Feel free to drop by but your best bet might be scheduling an appointment.

**Co-requisites or Pre-requisites:** BNT 601

**Semester Hours:** 3

**Meeting Times:** Thursdays, 2:30pm to 5:10pm

**Semester Dates:** Jan 10 to April 14

**Meeting Space:** Fosmark Deckroom

**Course Website:** learn.twu.ca

### **Course Description**

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The student will learn to apply exegetical methods acquired in BNT 601 to the Gospel of Mark and continue to develop competence in interpreting the Greek New Testament with a view to preaching/teaching such texts.

### **Course Objectives**

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This seminar course is designed to provide students with an opportunity to further develop their Greek reading skills and their understanding of Greek grammar and syntax by using them to interpret the Gospel of Mark. Special focus is given to the use of practical Greek exegetical methods that seek the biblical author's intended meaning. The student will apply these methods and disciplines with a view to preaching and teaching the content of the Gospel of Mark in the 21st century.

### **Course Learning Outcomes**

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**Knowledge and its Application**

- Demonstrate improved knowledge and familiarity with Greek vocabulary
- Demonstrate familiarity with strategies for interpreting the significance of Greek syntactical constructions

- Demonstrate improved reading fluency and an ability to exegete Greek texts above the word, clause, or sentence level

### **Cognitive Complexity**

- Demonstrate the ability to use Greek language resources without being dependent on them when interpreting the text
- Demonstrate the ability to independently resolve ambiguities in Greek language use in the New Testament
- Demonstrate an ability to write about an author's Greek language use and engage others in interpreting Greek texts
- Make theological observations from the Greek text and draw conclusions that are appropriate for personal life or ministry

### **Inter-and intra-personal Wellness**

- Demonstrate increased confidence and autonomy in reading and exegeting Greek texts
- Display superior organizational and time management skills
- Demonstrate academic and personal integrity when engaging in the communal activity of scholarship

### **Aesthetic Expression and Interpretation**

- Describe how close attention to the Greek text promotes greater appreciation for the unity of an author's message
- Demonstrate a growing appreciation of how Greek skills can deepen one's access to the world of the New Testament
- Personally experience the language used by biblical authors as they sought to address pressing human issues that still pertain to our time

### **Social Responsibility and Global Engagement**

- Demonstrate the ability to analyze, appraise and evaluate the text to contextualize and adapt its theology for diverse ministry contexts, be they local or global

### **Spiritual Formation**

- Demonstrate a holistic awareness of Greek language, the artistry and intentionality exhibited in the biblical text, and their relevance for personal spiritual life
- Demonstrate an ability to use Greek to promote the spiritual well-being of others
- Demonstrate an ability to debate Greek language issues while exemplifying a Christian ethic in pursuit of truth, reconciliation, compassion and hope

### **Leadership**

- Demonstrate integrity and humility in all matters
- Demonstrate collaborative skills and an ability to debate and successfully resolve interpretive issues when engaging in theological dialogue.

## **Late Assignment Policy**

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The instructor will generally accept late assignments, provided the delay in submission is not unreasonable. Late assignments lacking a valid reason for being late (i.e., a family emergency such as a child's major illness) will be penalized -5% for each day late, with weekends counting as 1 day. In the event that an extension is needed [please contact the instructor immediately via email.](#)

## Required Texts and Materials

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\*As a seminar course, students will be required to read assigned articles and chapters BEFORE meetings and come prepared to discuss the material. Readings from sources outside the assigned textbooks will be posted to Moodle at [learn.twu.ca](http://learn.twu.ca) or shared via email.

### Required

Edwards, James R. *The Gospel According to Mark*. Grand Rapids: Eerdmans, 2001. (Included in Logos)

Decker, Rodney J. *Mark: A Handbook on the Greek Text*. 2 volumes. Waco, TX: Baylor University Press, 2014.

- Supplementary Readings (listed below) will be posted to Moodle.

### Recommended

Danker, Frederick William. *The Concise Greek-English Lexicon of the New Testament*. Chicago: University of Chicago Press, 2009. (if you do not have access to BDAG)

Mathewson, David L. *Intermediate Greek Grammar: Syntax for Students of the New Testament*. Grand Rapids: Baker, 2016.

Porter, Stanley E. *Idioms of the Greek New Testament*. Sheffield: JSOT Press, 1992. (Included in Logos)

Runge, Steven E. *Discourse Grammar of the Greek New Testament*. Peabody, MA: Hendrickson, 2010. (Included in Logos)

## Attending Via Live-Stream (LS section)

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Live-Stream students participate in the same class sessions as on-campus students via a Zoom link that will be posted on Moodle. Zoom links, Class handouts, PowerPoints, readings, and other materials will be posted to the course website at [learn.twu.ca](http://learn.twu.ca).

## Course Activities/Requirements

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### **Participation (10%)**

“Classroom” participation is gauged by the degree to which a participant engages in the in-class discussion. ACTS students come from diverse educational, socio-economic, and theological backgrounds. Since we will not all agree on every matter or consider each issue to be of equal importance, it is vital that all participants be intentional about modelling civility, empathy, and reasoned discourse when participating in group discussions.

### **Assignment 1: Greek Readings and Sentence Diagrams (20%)**

- Read the Assigned Passages in Greek. Using lexicons and reference works (e.g., Porter, *Idioms on Logos*), familiarize yourself with the assigned passages until you can read them relatively comfortably.
- Submit a sentence diagram for one Greek sentence (see **Course Outline**; there are 7 diagramming assignments).
- You do **not** need to submit a diagram if you are submitting an Exegetical Assignment that week.

### Assignment 2: Reading Journals (20% total)

- Read a portion of the Gospel of Mark in Greek as part of your personal devotions (at least 2 verses per day).
- Keep a journal of observations for each reading, for a total of fifteen reflections.
- Submit your Greek Reading Journal in three parts:
  - First 5 reflections: **January 26**
  - Second 5 reflections: **March 2**
  - Final 5 reflections: **March 30**
- Keep the format simple:
  - Write in first person
  - Number each entry
  - Include the date and passage read
  - Make two or three observations about the Greek text.
- Demonstrate in your comments some way that the Greek text speaks at a devotional level. Focus on moving directly from the Greek text to personal application. The reflections should be one or two paragraphs in length.

### Assignment 3: Exegetical Assignments (20%; 10% each)

- Participants submit 2 Exegetical Assignments. For each one, students will submit their findings in a short paper to the instructor and a short presentation to their classmates. A sign-up sheet will be posted to the course website.
- Each of your Exegetical Assignments should contain the following:
  1. Sentence diagrams of the **four** most important verses from that week's passage.
  2. A description of the passage's relation to its co-text and its contribution to the larger argument.
  3. An explanation of the important discourse features that govern the logic of the passage.
  4. A description of how the Greek language is used to emphasize, foreground, or background information.
  5. A word study of one item that seems significant. Be sure to include the following:
    - Indicate what meaning the context requires this word to have.
    - Indicate whether this is a Septuagintal or non-Septuagintal term. If it is a Septuagintal term, cite and explain representative examples from the LXX and comment on the implications for interpreting Paul's usage of the term.
    - If it is a non-Septuagintal, cite and explain representative examples of its usage and comment as to its implications for understanding Paul's usage.
    - Referential meaning should be a particular focus, i.e. how this term contributes particular emphasis (i.e. emotion, religious flavour, political/military colour, etc.) to the passage.
  7. An assessment of how your interpretation of the Greek text aligns previous interpretation as expressed in journal articles or commentaries.
  8. A description of the theological implications of your exegesis, and some relevant integrative or practical applications that are appropriate for your (anticipated) ministry context.
- Not including the sentence diagram, Exegetical Assignments should be 5 pages double-spaced and include appropriate amount of footnoting and scholarly sources in the bibliography (not including Greek NT editions, lexicons, or grammars).

## Assignment 4: Topical Exegetical Assignment (20%)

This is essentially a third Exegetical Assignment. The main difference is selecting one of the two following options and giving a description of the theological and practical implications for your study:

Choice 1	Choice 2
A Healing Story	Mark 10:35–46
In your paper, demonstrate how this section of Mark defines the interplay between faith, discipleship and physical or psychological healing.	In your paper, demonstrate how this section of Mark defines the interplay between discipleship and leadership within the Christian community.

This Exegetical Assignment must include a clear hypothesis and thesis statement. Following your analysis of the Greek, explain how the results of your study have significance today for your understanding of leadership within the church or parachurch organizations. The paper should be no more than 8 pages double-spaced with appropriate documentation.

**30% of Final Grade**

## Course Evaluation

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Assignment	Due Date	Percentage
Diagrams	See outline	20%
Reading Journals	Jan 26, March 2, March 30	20%
Exegetical Assignments	Sign-up Sheet	20%
Topical Exegetical Assignment	April 6	30%
Participation		10%

## Grading System

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Letter Grade	Percentage	Grade Point
A+	97–100	4.30
A	93–96	4.00
A-	90–92	3.70
B+	87–89	3.30
B	83–86	3.00
B-	80–82	2.70
C+	77–79	2.30
C	73–76	2.00
C-	70–72	1.70
F	Below 70	0.00

## Course Outline

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\*\*Note: There will be no class during Independent Study Week (Feb 20 to 24)

### Session 1 (Jan 12)

Topic	Reading	Supplementary Reading
Orientation to the Gospel of Mark <ul style="list-style-type: none"><li>Brief History of Scholarship</li><li>The Markan Context</li><li>Historical-Grammatical Interpretation</li><li>The Nature of Rhetoric and the Art of Persuasion</li></ul>	Commentary: Introduction	

### Session 2: Mark and the Historical Jesus (Jan 19)

Topic	Reading	Supplementary Reading
Mark and the Historical Jesus <ul style="list-style-type: none"><li>The Synoptic Problem</li><li>Form Criticism</li><li>Tradition History</li><li>Redaction Criticism</li><li>"Criteria of Authenticity"</li></ul>		Eddy & Beilby, "Quest for the Historical Jesus," 9–54. McKnight, "Why the Authentic Jesus is of No Use for the Church," 173–85.  <b>Due:</b> Sentence Diagram 1

### Session 3: Introduction, Proclamation, and Conflict (Jan 26)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none"><li>Mark 1:1–13: Concept of a Prologue</li><li>Mark 1:4–8: John the Baptist</li><li>Mark 1:9–11: Jesus' Baptism</li><li>Mark 1:12–13: Struggle with Satan</li><li>Mark 1:14–20: Announcement of the Kingdom and Calling of Disciples?</li><li>Mark 1:21–39: Authority in Teaching, Exorcism, and Healing</li><li>2:1–3:6: Confrontation and Conflict Begin</li></ul>	Commentary 1:1–3:6	Smalley, "Redaction Criticism," 181–95.  <b>Due:</b> Reading Journal 1

### Session 4: Mystery and Revelation (Feb 2)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none"><li>Mark 3:7–19: Appointment of the Twelve</li><li>Mark 3:20–35: Misunderstandings</li><li>Mark 4:1–34: Parables</li></ul>	Commentary 3:7–4:41	<b>Due:</b> Sentence Diagram 2

### Session 5: The Authority of Jesus (Feb 9)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none"><li>Mark 4:35–5:43: Four Great Miracles</li><li>Mark 6:1–6: Problem at Nazareth</li><li>Mark 6:7–13, 30: Mission of the Twelve</li><li>Execution of John the Baptist: Mark 6:14–29</li></ul>	Commentary 4:35–6:29	Milinovich, "Parable of the Storm," 88–98.  <b>Due:</b> Sentence Diagram 3

### Session 6: Disciples and Unbelief (Feb 16)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none"><li>Mark 6:30–56: Apostolic Mission and Feeding the Multitudes</li></ul>	Commentary 6:30–8:26	Sanders, <i>Jesus and Judaism</i> , 174–210.

- Mark 7:1–8:10: Clean/Unclean Controversy and the Gentile Mission
- Mark 8:11–26: Disciple’s Unbelief

**Due:** Sentence Diagram 4

### Session 7: The Way of the Cross and The Pattern of Discipleship (March 2)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none"> <li>• Mark 8:27–9:13: Meaning of Messiahship and the Definition of Discipleship</li> <li>• Mark 9:14–10:52: Predictions of Death and Definitions of Leadership</li> </ul>	Commentary 8:27–10:52	Bird, “Crucifixion of Jesus,” 23–36.

**Due:** Reading Journal 2

### Session 8: Jesus and Jerusalem (March 9)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none"> <li>• Mark 11:1–11: Jesus enters Jerusalem</li> <li>• Mark 11:12–33: Jesus and the Temple</li> <li>• Mark 12:1–12: Rejection and Judgment</li> <li>• Mark 12:13–44: Attempts to Trick Jesus</li> </ul>	Commentary 11:1–12:44	Marcus, “No More Zealots,” 22–30.

**Due:** Sentence Diagram 5

### Session 9: The Future of Jerusalem (March 16)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none"> <li>• Mark 13:1–4: The Destruction of the Temple</li> <li>• Mark 13:5–23: Persecution and Discipleship</li> <li>• Mark 13:24–37: When the Son of Man Comes</li> </ul>	Commentary 13:1–13:37	Perkins, “Let the Reader Understand,” 95–104.

**Due:** Sentence Diagram 6

### Session 10: The Betrayal of Jesus (March 23)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none"> <li>• Mark 14:1–16: Plot and Preparations</li> <li>• Mark 14:17–25: The Last Supper</li> <li>• Mark 14:26–31: Denial</li> <li>• Mark 14:32–42: Gethsemane</li> <li>• Mark 14:43–52: Arrest of Jesus</li> <li>• Mark 14:66–72: Peter’s ‘Trial’</li> </ul>	Commentary 14:1–14:72	Evans, “Jesus’ Action,” 237–70.

**Due:** Sentence Diagram 7

### Session 11: Trial, Crucifixion, Resurrection (March 30)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none"> <li>• Mark 15:1–15: Before Pilate</li> <li>• Mark 15:16–32: Sentencing and Crucifixion</li> </ul>	Commentary 15:1–32	<b>Due:</b> Reading Journal 3

### Session 12: Trial, Crucifixion, Resurrection (April 6)

Topic	Reading	Supplementary Reading
<ul style="list-style-type: none"> <li>• Mark 15:33–47: Death and Burial</li> <li>• Mark 16:1–8: The Empty Tomb</li> <li>• Mark 16:9–20: The End of the Gospel</li> <li>• Conclusion:             <ol style="list-style-type: none"> <li>Mark’s Message</li> <li>Major Themes</li> <li>Contemporary Application</li> <li>Evaluation of Method</li> <li>Mark’s Structure and Plot</li> </ol> </li> </ul>	Commentary 15:33–16:20	<b>Due:</b> Topical Exegetical Assignment

## Course Policies/Statements

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### **ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU**

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the University Homepage > Academics > Academic Calendar (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

### **ACCESSIBILITY STATEMENT**

Students with a disability who need assistance are encouraged to contact the Centre for Accessible Learning upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Once documented with the Centre for Accessible Learning, a letter will be sent to the student's professor recommending appropriate accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Centre for Accessible Learning outlined on the website at <https://www.twu.ca/academics/learning-commons/centre-accessible-learning>.

### **HOSPITALITY IN THE CLASSROOM**

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

### **ACADEMIC FREEDOM**

With our charter, mission, and identity as a Christian university, Trinity Western University is committed to academic freedom, affirming and supporting it as defined and described in the statements of Universities Canada and the Tri-Council Research Granting Agencies provided in full at the following link: <https://www.twu.ca/academic-freedom-trinity-western-university>. Students should familiarize themselves with both the academic freedom statement and policy found at the Academic Freedom website. In this course, the academic freedom of both the course instructor and students is to be respected. Trinity Western University welcomes a diversity of academic perspectives, both in class discussion and submitted course work, provided they are thoughtfully and respectfully presented. Hate speech will not be tolerated.

### **LAND ACKNOWLEDGEMENT**

We acknowledge that Trinity Western University, Langley campus is located on the traditional ancestral unceded territory of the Stó:lō people.

We acknowledge that Trinity Western University, Richmond campus is located on the traditional ancestral unceded territory of the Musqueam people.

We acknowledge that Trinity Western University, Laurentian Leadership Centre in Ottawa is located on the traditional ancestral unceded territory of the Algonquin people.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. Click on these fields and press delete if you do not wish to use them:

**CAMPUS CLOSURE AND CLASS CANCELLATION POLICY**

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

**FINAL EXAMINATIONS**

Click here and type or use the following excerpt from the Academic Calendar below.

A student who is absent from a final examination without an acceptable excuse will be assigned a zero for that examination. Absence due to illness must be supported by a medical certificate indicating the nature of the illness. If an examination is missed for any reason, including illness, the student must notify the faculty member prior to the examination and the Office of the Registrar within 48 hours of the missed examination, giving written documentation explaining the absence.” 2020-2021 Academic Calendar.

**LATE ASSIGNMENTS POLICY**

Click here to enter text.

**PROGRAM GRADE SUBMISSION POLICY**

Click here to enter text.

**TWU WRITING CENTRE**

The Writing Centre is available to assist all students with their academic writing assignments in any subject at any stage of the writing process from brainstorming to editing. Live, online writing appointments are available throughout the week by appointment and take place within the Learning Commons appointment booking system. To make an appointment, visit [www1.twu.ca/writingcentre](http://www1.twu.ca/writingcentre). For more information, visit <https://www.twu.ca/writing-centre> or contact [writingcentre@twu.ca](mailto:writingcentre@twu.ca) .