

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: BNT 601 A

Course Name: New Testament Greek Exegesis I

Semester and Year: Fall 2023

Instructor: Dr. Jonathan Numada

Contact Information: jonathan.numada@twu.ca

Office Hours: by appointment or via Zoom

Co-requisites or Pre-requisites: BNT 501 & 502 (Greek 1 & 2)

Semester Hours: 3 credits

Time and Location: Wednesdays (2:30 to 5:10pm); Fosmark **TBA**

Course Description

The student will develop exegetical method and skill in use of the Greek language. The course includes the study of syntax, an introduction to textual criticism, exposure to exegetical tools, and vocabulary building.

This course will provide opportunity for participants to develop a deeper understanding of Greek syntax and discourse features, with the goal of using these to aid exegesis of the Greek text for teaching or personal study. Greek readings and exercises will provide participants with the opportunity to improve their Greek reading fluency, and course assignments will provide opportunity to hone their Greek skills to use them in the service of ministry.

Course Objectives

By the end of this course, each student should be able to:

1. Read the New Testament more fluently, with less reliance on software or other language aids.
2. Interpret and exposit the text more closely, using personal knowledge of how New Testament authors use language to engage and persuade their audiences.
3. Identify important Greek syntax features and communicate their significance for biblical interpretation.

Course Learning Outcomes

Knowledge and its Application

- Demonstrate skills in using Greek and Greek tools for biblical exegesis.
- Demonstrate understanding of Greek syntax.
- Demonstrate reading fluency and understanding of Greek syntax.

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 professional capacity and autonomy in the collaborative task of biblical interpretation.
- Display superior organizational and time management skills.
- Demonstrate academic and personal integrity.

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.
- 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, theology, and its 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.

Required Texts and Materials

Required

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

Campbell, Constantine. *Colossians and Philemon: A Handbook on the Greek Text*. Waco: Baylor, 2013.

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)

*A printed copy of the New Testament. I recommend Zondervan's *A Reader's Greek New Testament*.

Useful resources included in the ACTS Logos package

Porter, Stanley E. *Idioms of the Greek New Testament*. Sheffield: JSOT Press, 1992.

Runge, Steven E. *Discourse Grammar of the Greek New Testament*. Peabody, MA: Hendrickson, 2010.

Recommended Learning Resources (if you feel rusty; not required)

Mounce, William D. *Basics of Biblical Greek Grammar*. 4th Edition. Grand Rapids: Zondervan, 2019.

Porter, Stanley E., et al. *Fundamentals of New Testament Greek*. Grand Rapids: Eerdmans, 2010.

Attending Via Live-Stream (LS section)

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.

Course Activities/Requirements

Assignments are due by midnight on the day they are due. I would ask that you submit your assignments in the online Moodle classroom accessible through learn.twu.ca. When you go to the Moodle classroom, you will see assignment folders where you can submit assignments.

Late Assignment Policy

The instructor generally accepts late assignments. Late assignments lacking a valid reason for being late (i.e., a family emergency such as a major illness) will be penalized -5% for each day late. Weekends count as 1 day.

*In the event that an extension is needed, please contact the instructor immediately via email.

**Days of Covid Addendum*: In the case of illness, whenever possible please try to secure a doctor's note.

Here is an overview of all the assignments followed by a detailed description of them:

Assignment 1: Greek Practice Exercises (Due at Class) (40% of Final Grade)

Weekly practice exercises from Mathewson will be assigned to help participants master the material in the readings and lectures. Participants should translate the relevant passages and complete the assigned Greek practice exercises in Mathewson.

- Please use the assignment templates for that week.
- Please submit as a PDF or DOCX file via Moodle.

Assignment 2: Vocabulary Review Quizzes (Due Saturday of the Week Assigned) (20% of Final Grade)

Vocabulary building is essential to language learning. There will be 8 short multiple-choice quizzes that review vocabulary from the New Testament that occurs 40x or more that you probably learned in first-year Greek (8 quizzes worth 2.5% each; 50 first-year words each week to review). A vocabulary list will be posted to Moodle. Not all items on the list will be included in the quizzes.

Assignment 3: Exegetical Assignments (Due at Class) (20% of Final Grade)

Participants submit 2 Exegetical Assignments where they analyze assigned blocks of text from the book of Colossians. Please include the following:

1. Discourse Considerations

- Select 3 or 4 verses from the assigned passage and describe (a) their relationship to other parts of Colossians, and (b) devices like foregrounding, backgrounding, emphasis, etc., that appear in the text. For summary of discourse features, see Mathewson chapters 12 and 13.

2. Sentence Diagram.

- Create line diagrams of the 3 or 4 verses of Colossians you selected for analysis. Use these to guide your general explanation of the passage at the level of syntax. Be sure to identify the main clause, describe the idea it communicates, and how other parts of the sentence contribute to the message of the main clause.
- Determine what you think is one significant syntactical construction. It should be potentially puzzling Greek, something like a participle, a clause or phrase, a verb, etc. Explain how each conveys a specific meaning that may be important for understanding the message of the assigned passage.

3. Word Study

1. Select one word that you think may be significant (be careful not to pick something too open-ended, like “God,” “Jesus,” or “καί”).
- Describe: (a) the senses of the word, (b) how the meaning might change when used in different contexts, (c) its referent and connotations in the context that it is used, and (d) its implications for understanding the passage. Use major lexicons such as Danker, BDAG, or Louw-Nida. Provide example uses as supporting evidence. Remember: Word Study collections or excerpts from commentaries *are not acceptable* resources for this part of the assignment.
- Indicate whether it is a Septuagintal or non-Septuagintal term. If Septuagintal, comment on the implications of this for Paul’s usage in terms of its theological implications or Jewish cultural memory. If non-Septuagintal, comment as to its implications as well.
- A word study usually requires 2 or 3 paragraphs of explanation.

Exegetical Assignment 1 Due: in class.

Exegetical Assignment 2 Due: in class.

*Exegetical Assignment are typically 2 or 3 pages long, single-spaced.

*You may want to coordinate your work on the Exegetical Assignments with your fellow students in order to more easily complete the commentary assignment. A sign-up sheet will be posted on Moodle.

Assignment 5: Greek Commentary on Colossians (Due Last Day of the Course) (20% of Final Grade)

Using Mathewson (chapter 13), Campbell (handbook) and your previous work, collaborate with your group to create a commentary on Greek language use in Colossians. The idea is to finalize your Exegetical Assignments into something to share among you and your classmates for use in your future ministries.

Follow the procedures for the Exegetical Assignments (above) to include the following:

- *Explanation of important discourse considerations*
- *Explanation of important syntactical constructions*
- *Explain important words*
- *Theology and Application: discern theological implications from Colossians that are relevant today.*

The final product should collectively demonstrate your knowledge of the process, showing appropriate use of Greek tools and interpretive strategies. Participants delegate the work among themselves and you can build upon what you learned while writing your exegetical assignments. Sometimes it will simply involve reworking your earlier Exegetical Assignments; in other cases you will need to develop things further.

Tips:

- *Keep it Focused:* Focus on what you think the NT writer is trying to communicate and show evidence to support this. Do not try to recount every possible interpretation.
- *Keep it You:* Try to rely as much as possible on your own thinking and reasoning, and dialogue with scholars and commentaries rather than citing them as authorities.
- *Keep it Informed:* Use peer-reviewed sources, major lexicons, and significant grammars, but Study Bibles, Bible Study notes, and pre-packaged word study tools DO NOT count as appropriate sources.

This assignment will be submitted as a wiki on Moodle. A spokesperson should be appointed, who will inform the instructor when the assignment is done and explain how participants shared the workload (for the purpose of assigning individual grades; again, try to do this evenly and fairly). You may use your collective judgment as to what you think should be the necessary length of the commentary.

Assignments and Due Dates

Assignment	Due Date	Percentage
Greek Practice Exercises (individual)	Weekly at Class	40%
Review Vocabulary Quizzes (individual)	Saturday of Week Assigned	20%
2 Exegetical Assignments (individual)	Due at Class	20%
Greek Commentary (group)	Last Day of Course	20%

Course Outline

Note: There will be no class during **Reading Break (October 23–27)

Session 1: Sept 6

Topic	Reading	Assignment Due
<ul style="list-style-type: none">• Orientation to the Course• Case Functions• Reading Practice: 2 Peter 2:13-16; Rom 8	*Mathewson ch.1	None

Session 2: Sept 13

Topic	Reading	Assignment Due
<ul style="list-style-type: none">• Pronouns• Reading Practice: 1 John 1–2	*Mathewson ch.2 *Mathewson ch.13.1-15	*1.24, 34 *Quiz 1

Session 3: Sept 20

Topic	Reading	Assignment Due
<ul style="list-style-type: none">• Adjectives and Adverbs• Line Diagramming 1• Reading Practice: Matt 12:33-37	*Mathewson ch.3	*2.25 *Quiz 2

Session 4: Sept 27

Topic	Reading	Assignment Due
<ul style="list-style-type: none">• The Article• Prepositions• Reading Practice: Mark 13:14-19; Rom 3:21-26	*Mathewson ch.4 & 5	*3.13, 18 *Quiz 3

****Instructor Away (Oct 4) ****

Session 5: Oct 11

Topic	Reading	Assignment Due
<ul style="list-style-type: none">• Review of Greek Verb System• Reading Practice: Theon's Letter; Mark 5:16-24	*Mathewson ch.6 *Mathewson ch.13.16-22	*4.14, 5.27 *Quiz 4

Session 6: Oct 18

Topic	Reading	Assignment Due
<ul style="list-style-type: none">• Verbs: Voice, Person, Number• Reading Practice: Acts 2:37-41	*Mathewson ch.7 *Pennington ch.4	*6.22

Session 7: Oct 25

Topic	Reading	Assignment Due
<ul style="list-style-type: none">• Verbs: Mood• Line Diagramming 2• Reading Practice: 2 Cor 9; Luke 7	*Mathewson ch.8 *Mathewson ch.13.23-28	*7.19 *Quiz 5

Session 8: Nov 1

Topic	Reading	Assignment Due
<ul style="list-style-type: none">• Infinitives	*Mathewson ch.9	*8.8, 17, 29
<ul style="list-style-type: none">• Line Diagramming 3		*Quiz 6
<ul style="list-style-type: none">• Reading Practice: Acts 28; Phil 4		

****Instructor Away (Nov 8) ****

Session 9: Nov 15

Topic	Reading	Assignment Due
<ul style="list-style-type: none">• Participles	*Mathewson ch.10	*9.12
<ul style="list-style-type: none">• Line Diagramming 4		*Quiz 7
<ul style="list-style-type: none">• Reading Practice: Ephesians 5		

Session 10: Nov 22

Topic	Reading	Assignment Due
<ul style="list-style-type: none">• Clause Types 1	*Mathewson ch.11	*10.19
<ul style="list-style-type: none">• Reading Practice: Matt 5		*Quiz 8

Session 11: Nov 29

Topic	Reading	Assignment Due
<ul style="list-style-type: none">• Dependent Clauses & Conjunctions	*Mathewson ch.12	*11.16, 21
<ul style="list-style-type: none">• Reading Practice: 1 Cor 12:4-13		

Session 12: Dec 6

Topic	Reading	Assignment Due
<ul style="list-style-type: none">• Reading Practice: Mark 10		*12.10, 25
		*Greek Commentary

Course Evaluation

Near the conclusion of this course, you will be asked to complete a course evaluation. Because feedback is very important, the course evaluation will be integrated into the final class session.

Grading System

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skillful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.

C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

Course Policies

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)

STUDENTS WITH A DISABILITY

Students with a disability who need assistance are encouraged to contact the Equity of Access Office 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. 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 Equity of Access Office on their website at:

<http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

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.

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>.

COURSE GRADE APPEALS

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

PAPER FORMATTING

The preferred manner for citations is the Turabian Notes (Bibliography) format. For information and accuracy you may wish to reference the following style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. Students may find the following website helpful: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html