

### BNT 602A: Greek Exegesis II

Jonathan Numada, Ph.D.

Spring 2019

3 credit hours

Prerequisites:

BNT 502 and/or BNT 601

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Semester Dates: Jan 8 to April 12, 2019

Lecture Times: 8:30am to 11:10am

Mondays

Room: 120 Fosmark

#### I. Course Description

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 through their use in interpreting the book of Galatians. Special focus is placed upon the refinement and practice of practical Greek exegetical methods that serve to expose the biblical author's meaning/intent. The student will apply these methods and disciplines with a view to preaching/teaching Galatians' content in the 21<sup>st</sup> century.

#### II. Objectives

This course will provide participants with the opportunity to:

##### a. Cognitive:

- i. Improve their knowledge and familiarity with Greek vocabulary and syntax.
- ii. Expand their familiarity with strategies for interpreting the significance of Greek syntactical constructions.
- iii. Further develop their skills in exegeting Greek texts above the word, clause, or sentence level.

##### b. Affective:

- i. Grow in their appreciation of the intentionality and artistry behind the use of Greek in the New Testament writings.
- ii. Grow in their confidence in exegeting passages independently.
- iii. Become more confident in reading extended Greek passages.

##### c. Practical:

- i. Become more familiar and comfortable with using Greek language tools and resources such as lexicons, commentaries.
- ii. Become more proficient in the use of practical methods for outlining and analyzing a passage's syntax.
- iii. Improve their skills in discerning the implications of how language choice directly influences meaning and the formation of biblical theology.

## I. Course Textbooks

\*As a seminar course, students will be required to read assigned articles and chapters BEFORE class and come prepared to discuss the material. Readings from sources outside the assigned textbooks will be posted to Moodle at learn.twu.ca. Students are encouraged to purchase hard copies of the course textbooks.

### Required

deSilva, David. *Galatians. A Handbook on the Greek Text*. Waco, TX: Baylor University Press, 2014.

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

Silva, Moises. *Interpreting Galatians: Explorations in Exegetical Method. Galatians as a Test Case*. Second Edition. Grand Rapids, MI: Baker Books, 2001.

### Reference materials (purchase not required)

Campbell, Constantine. *Advances in the Study of Greek*. Grand Rapids, MI: Zondervan, 2015.

Fee, Gordon. *New Testament Exegesis. A Handbook for Students and Pastors*. Philadelphia: Westminster Press, 1993.

McKay, K.L. *A New Syntax of the Verb in New Testament Greek: An Aspectual Approach*. Studies in Biblical Greek 5. New York: Peter Lang, 1994.

Porter, Stanley. *Idioms of the Greek New Testament*. 2<sup>nd</sup> ed., Sheffield: JSOT Press, 1994.

Porter, Stanley & D.A. Carson. *Discourse Analysis and Other Topics in Biblical Greek*. Sheffield: Sheffield Academic Press, 1995.

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

Schreiner, Thomas. *Interpreting the Pauline Epistles*. Grand Rapids: Baker Books, 1990.

Wallace, Daniel. *Greek Grammar Beyond the Basics* Grand Rapids: Zondervan, 1996.

## II. Class Participation

Language learning is a skills-based process. The course will be conducted in seminar-format with a focus on reading the Greek text, class discussion, task-based learning, and group learning. Participants need to be able to discuss readings in class and complete the required homework so material can be explored together, and to apply information and interpretive strategies to their assignments. Participants are encouraged to spread out their preparation over the course of the week, rather try to do it all the night before. Participants should bring a Greek Bible and their copy of Mathewson to class as a resource for

covering material under review. Preparation, preparedness, and participation will be worth **10% of the final grade**.

### **III. Course Assignments**

#### **Assignment 1: Weekly Greek Assignments:**

- Participants are required to...
  1. Produce sentence diagrams of the entire passage to be discussed that week prior to class. Each main clause should be identified clearly, as well as the subordinate constructions. This will apply to each verse, requiring the student to analyze the grammar and syntax carefully before developing the diagram.
  2. On the sentence diagram, analyze and explain important discourse features that govern the logic of the passage, its relation to its co-text, and indicate foregrounding and backgrounding.
  3. Select one syntactical construction (i.e. participle, clause, phrase, verb, etc.) in the passage that you consider significant for understanding the meaning of the text and how this construction works in this text to convey a specific meaning. IF submitting that day: devote 2 or 3 paragraphs to explanation.
  4. Select one word in the passage that seems significant.
    - Indicate what meaning the context requires this word to have.
    - Indicate whether this is a Septuagintal or non-Septuagintal term. If Septuagintal, comment on the implications of this for Paul's usage.
    - If non-Septuagintal, again the student will comment as to the possible implications (2 or 3 paragraphs in length).
    - 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.
    - If submitting that day: devote 2 or 3 paragraphs to explanation.
- Participants will submit **three (3)** of these assignments for evaluation. Dates and passages will be scheduled on the **first day of class**. The materials must be submitted at the end of the seminar session in which the specific passage is discussed.
- Participants not submitting that week will be evaluated in class through participation and demonstrating their preparedness in class discussion.
- **Note:** *DeSilva's text will be very useful for these assignments.*

**45% of Final Grade (15% each)**

#### **Assignment 2: Greek Reading Journal**

- Participants will read a portion of the Greek NT at least four days each week as part of personal devotions (at least 2 verses per day).
- Keep a journal of observations for each reading, for a total of thirty reflections.
- This will be submitted in three segments:
  - First 10 reflections: February 4
  - Second 10 reflections: March 4
  - Final 10 reflections: March 25
- Keep the format simple. Each entry should be numbered sequentially, include the date, the passage read, and two or three selective comments and observations. Participants need to demonstrate in their

comments the way some aspect of the Greek text expresses meaning. The reflections should be at least one or two paragraphs in length and written in first person.

- Remember, this is not a research paper but a reflection log. Focus should be upon moving directly from the Greek text to personal application.

**Due: February 4 March 4 March 25 15% of Final Grade**

### **Assignment 3: Exegetical Paper**

Participants will prepare an exegetical research paper. Participants can choose one of the following topics:

<b>Topic 1</b>	<b>Topic 3</b>
1. The nature of 'sonship' in Galatians for Christians and how Christians should understand their identity.	3. The role of the Holy Spirit in guiding the ethical lives of Christians, and how Christians should understand their identity in light of this.

#### **Passage Length:**

Select what you think is the key passage in Galatians. It should be between 4 and 6 verses.

#### **Include:**

- Sentence diagram
- Analysis of an important syntactical construction
- Analysis of discourse features
- One word study
- Contextualization of the passage's message for contemporary culture.

In the paper the participant needs to:

1. Demonstrate their proficiency in the exegetical process (diagramming, analysis of syntax, discourse features, word study).
2. Contextualize the authorial intent of the passage for contemporary culture.
3. Append a sermon outline after the bibliography.

The exegetical paper itself will be 15 pages (exactly). The sermon outline should be 5 pages. The essay must be typed, double-spaced, use 12-point Times New Roman font, and be in Chicago-Turabian format. It will have an outline placed at the beginning and a suitable bibliography.

**Due: April 8 30% of Final Grade**

## IV. Course Outline

\*\*Note: There will be no class **January 28**

\*\*Note: There will be no class during **Reading Break** (February 18–22)

Topic	Passage Due	Readings
<b>Session 1</b> (January 7)		
* Course Introduction * Introduction to Syntactical Diagramming * Introduction to Galatians * Review of Case Functions		Silva, Introduction & ch.1. deSilva, Introduction.
<b>Session 2</b> (January 14)		
* Theology of Galatians * Syntax of Gal 1:1–10 * Word Studies * Review of Pronoun Functions	Gal. 1:1–10 *diagram vv.1–5.	*Silva, ch.2. *Diagramming Handout *Perkins & Fehr, ‘Skandalizo,’ 23–36.
<b>Session 3</b> (January 21)		
* Syntax of Gal 1:11–24 * Paul’s background. * Review of Greek verb functions	Gal. 1:11–24 *diagram vv.11–20.	*Silva, ch.3, 6. *Köstenberger, ch.7. *Longenecker, ch.2.
<b>No Class</b> <b>*Jan 28*</b>		
<b>Session 4</b> (February 4)		
* Syntax of Gal 2:1–14 * Article and Pronoun functions * Review of Case functions	Gal. 2:1–14 *diagram vv.1–10.	*Silva, ch.4. *Runge, ch.15. *Dunn, ‘Intra-Jewish Polemic,’ 459–77.
<b>READING JOURNAL #1 DUE</b>		
<b>Session 5</b> (February 11)		
* Syntax of Gal 2:15–21 * Review of Conjunctions	Gal. 2:15–21 *diagram all.	*Silva, ch.5. *Westfall, ‘Method,’ 75–94. *Westerholm, ‘Paul against the Lutherans,’ 178–200.

**Session 6** (February 18)

* Syntax of Gal 3:1–18 * Review of the Greek Verb system	Gal. 3:1–18	*Silva, ch.3. *Levinsohn, ‘Verbal Forms and Grounding,’ 163–83. *Hatina, ‘Perfect Tense-Form,’ 2–22.
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**No Class****\*Feb 18\*****Session 7** (February 25)

* Syntax of Gal 3:19–4:7 * Review of clause types	Gal. 3:19–4:7	*Porter, <i>Idioms</i> , ch.14. *Mathewson, ch.11 & 12.
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**Session 8** (March 4)

* Syntax of Gal 4:8–20 * Review of Participles	Gal. 4:8–20	*Taylor, ‘Jews and Gentiles,’ 291–316.
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**READING JOURNAL #2 DUE****Session 9** (March 11)

* Syntax of Gal 4:21–5:12 * Dependent clauses	Gal. 4:21–5:12	*Silva, Appendix. *Eastman, ‘Slave Woman,’ 309–36. *O’Neill in Moyise, ‘Hagar is Mt. Sinai,’ 210–19.
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**Session 10** (March 18)

* Syntax of Gal 5:13–26 * Review of Infinitives	Gal. 5:13–26	*Sanders, <i>Paul</i> , 474–511.
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**Session 11** (March 25)

* Syntax of Gal 6:1–18 * Pauline Theology	Gal. 6:1–18	Silva, part 3 (chs. 8–11).
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**READING JOURNAL #3 DUE****Session 12** (April 1)

* Theology of Galatians * Contextualization and application of Galatians		*Silva, epilogue (197–216). *Giddens, ch.2. *Marshall, ‘Galatians,’ 209–35.
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**TERM PAPER DUE April 8**

## ***Supplement: Important Academic Notes from ACTS***

### **Web Support – Student Portal <https://students.twu.ca>**

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

### **Campus Closure**

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details). An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (available through the library home page [www.twu.ca/library](http://www.twu.ca/library) - lower left) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

or

[www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/).

Note that in EndNote Basic/Web the available formatting styles are those of Turabian bibliography, and APA 6th. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information

found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to:

<http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian")

or

<http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the "student" side. CanIL students can locate this on the CanIL intranet, under the "student" side.

**Please check with your professor to see which one he/she recommends you use!!**

### **Course Evaluations**

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) MUST be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at:

<http://www.twu.ca/research/research/research-ethics/default.html>

Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12.



The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link:

<http://acts.twu.ca/community/student-handbook-2011-12.pdf>.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://williambadke.com/plagiarism.ppt>

<http://williambadke.com/Plagiarism.swf> (14 minute flash tutorial)

[http://williambadke.com/Plagiarism\\_Short.swf](http://williambadke.com/Plagiarism_Short.swf)

### **Equity of Access**

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 outlined on the TWU website at:

<http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.