

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
BGR 541 Inductive Studies in the Greek New Testament II

Benny C. Aker, Ph.D.

Spring 2003

COURSE SYLLABUS

COURSE DESCRIPTION

An inductive study of the various genre of the Greek New Testament with emphasis on exegesis and textual criticism. Prereq: BGR 540 or equivalent.

COURSE OBJECTIVES

After completing this course, the student should be able to:

1. Translate accurately and more efficiently the Greek NT;
2. Proceed to other exegetical courses and work effectively in them;
3. Interpret appropriately different NT genre: Synoptic, Fourth Gospel, Epistle and Apocalyptic;
4. Use more effectively secondary and primary resources to interpret the NT;
5. Preach and teach better expositively;
6. Write an appropriate exegesis paper using proper techniques and logic;
7. Reflect in personal attitude and commitment respect for Scripture and ministry;
8. Decide and argue for the most probable reading of the text among the textual variants.

TEXTBOOKS

Primary:

Aland, Kurt and Barbara. *The Text of the New Testament*. 2nd rev. and enlarged ed. Grand Rapids: Eerdmans, 1989.

Fee, G.D. *New Testament Exegesis: A Handbook for Students and Pastors*. Third edition. Louisville: Westminster John Knox Press, 2002.

Gingrich, F.W. and F.W. Danker. *A Greek English Lexicon of the New Testament and Other Early Christian Literature*. Chicago: The University of Chicago Press, 2000. (On CD or Hardcopy)

Metzger, Bruce M. *A Textual Commentary on the Greek New Testament*. Second Edition. New York: United Bible Societies, 2000.

Secondary:

Burge, Gary M. *Interpreting the Gospel of John: Guides to New Testament Exegesis*. Grand Rapids: Baker Book House, 1992.

Carson, D.A. *Exegetical Fallacies*. Grand Rapids: Baker Book House, 1984.

Danker, F.W. *Multipurpose Tools for Bible Study*. Minneapolis: Fortress, 1993.

Guthrie, George H. and J. Scot Duvall. *Biblical Greek Exegesis*. Grand Rapids: Zondervan, 1998.

McKnight, S., ed. *Introducing New Testament Interpretation. Guides to New Testament Exegesis*. Vol. 1. Grand Rapids: Baker Book House, 1989.

_____. *Interpreting the Synoptic Gospels*. GTNTE. Vol. 2. Grand Rapids: Baker Book House, 1988.

Michaels, J. Ramsey. *Interpreting the Book of Revelation: Guides to New Testament Exegesis*. Grand Rapids: Baker Book House, 1992.

METHODOLOGY

1. Reading of Textbooks
2. Translation of texts
3. Class Discussion
4. Lectures
5. Practice of Exegesis (in and outside of class)
6. Researching and Writing a paper

REQUIREMENTS

1. Regular class attendance (see Handbook for policy governing absences).
2. The student must follow the day-by-day, section-by-section instructions in the syllabus under COURSE OUTLINE. We will go over and work through the material for that day. Remember, this is a practical class!
3. Each student must write a paper, interpreting a New Testament passage. The student will follow the textbooks and class procedure as a model for the paper. The paper should be from 15 to 20 pages in length, double-spaced, typed (word processor). Turabian's style manual should be followed. The paper is due on April 21. Late papers will be penalized.

GRADING PROCEDURE

The student's grade will be determined by the paper (60%) and daily student participation (40%).

COURSE OUTLINE

Basic assumptions for this class are: The student should review at the beginning of the course Greek vocabulary and grammar from the past semester.

UNIT 1

1. Syllabus discussion, orientation, and review.
 2. Make up for first class reading: [Note: it is important to read the preface/introduction of all textbooks.]
Read *NTE*, pp. 5-31 "Guide for Full Exegesis"
pp. 96- 111 "Historical-Cultural Background"
The lecture/discussion will abbreviate what you read in the textbook. However, be prepared to discuss this material next class period. Be prepared for the next topic (textual criticism by doing the following.
 3. For next class, **Read** carefully Fee's *NTE*, pp. 59-70.
Also, **familiarize** yourself with and consult Aland's *The Text of the New Testament*, emphasizing especially chps. 3-4, 7-8.
-

UNIT 2: Textual Criticism

1. One of the first principles of exegesis is **to establish the text**. One cannot interpret until she/he knows what to interpret. **Textual criticism** and other methods, though, go hand in hand and become, in fact, circular, each contributing more information to the other as each is done.
 2. **Translate** John 1:1-18 and provide what you think to be the most probable reading of verse 18. The key textual variant is *monogenes*.
The lecture will abbreviate what you read in the textbook(s). We will also go over this method and practice this technique in class. When we finish this assignment, we will proceed on to the next topic (textual analysis). For that topic
 3. Please **Read *NTE***, pp. 39-40 "Exegesis and the Original Text"
pp.41-58 "Structural Analysis"
pp. 71-78. "The Analysis of Grammar"
 4. Select a passage to interpret and on which to do a paper.
-

UNIT 3: Textual Analysis

1. **The lecture/discussion will abbreviate what you have read in the textbook.**
2. Please **translate** Romans 6:1-23. We will go over this passage in class.

3. After translating this text, we will practice textual analysis. We will also have a hand in sentence diagramming.
 4. When we finish (we will take several class periods) with this topic, we will go on to the next topic: doing word studies.
 5. Please prepare for the next unit by
Reading NTE, pp. 79-95. "The Analysis of Words"
This section is more complex than thought by a superficial, first glance. The Synoptic Gospels and John's Gospel contribute to this complexity. Therefore, we will spend some time on this section.
 6. **Do additional reading** from the following sources. They are listed in the **Secondary** textbook section of the syllabus above. To prepare for Synoptic exegesis **read**: McKnight, *Interpreting the Gospels*; "Word Analysis," in *ISG*, chp. 9; and "Motif Analysis," chp. 10. Read Bock, "Fundamental Rules of Word Study," in *INTI*, chp. 4. Schreiner, "Doing Lexical Studies," in *IPE*, chp. 7. Carson, "Word-Study Fallacies," in *EF*, chp. 1. **Be sensitive** between a word study in the epistles and in the Gospels.
 7. **Please be aware of a helpful research tool such as Bible Works 5.0.**
-

UNIT 4: Word Studies

1. **The lecture/discussion will abbreviate what you have read in the textbook.**
 2. **Translate** Luke 15:1-10. We will go over this text in class. Be prepared to respond.
 3. Do a word study on a`martwlo'u.j. We will go over the process of word studies in class; so, bring work into class for discussion.
 4. When we finish, we will move on to **Synoptic** exegesis. Please prepare by
 5. **Reading** Fee's NTE, pp.20-26 "Exegeting the Gospels"
pp.112-31 "The Analysis of a Pericope"
 6. **Also, consult** Scot McKnight in *Interpreting the Synoptic Gospels*. GTNTE. Vol. 2. Grand Rapids: Baker Book House, 1988, is very helpful here. (See above under **Secondary** Scot McKnight in *Interpreting the Synoptic Gospels*. GTNTE. Vol. 2. Grand Rapids: Baker Book House, 1988, is very helpful here. (See above, **Secondary**.)
 7. Become familiar with the *Synopsis Quattuor Evangeliorum*. This book is also found in BW5.0.
-

UNIT 5: Synoptic Exegesis

1. **Translate** Matt. 3:11-12; Mk. 1:7-8; Lk. 3:15-18; John 1:24-28 (par. #18 in the Synopsis). We will translate these paragraphs in class—be prepared to respond.
2. **The lecture/discussion for this topic will abbreviate what you have read in the textbook.**
3. We will demonstrate and practice this technique in class. We will spend several days on this method.
4. Prepare a chart displaying the various gospel presentations of the pericope to determine such things as sequence and order.
5. When we finish, we will move on to the next method/topic: interpreting the Gospel of John. To prepare for this next topic, please **Read/consult, Burge**, *Interpreting the Gospel of John* (See above **Secondary**).

UNIT 6: The Gospel of John

1. Now **Translate** John 3.
2. **The lecture/discussion for this topic will abbreviate what you have read in the textbook.**
3. The Gospel of John has always been considered the “spiritual Gospel.” This characterization means that getting at its significance is deceptive--it is more difficult than what it appears. It takes special handling to probe its depths. We will spend some time on trying to familiarize ourselves with its nature.
4. When we finish with this topic, we will move on to the next: apocalyptic.
5. **Read** the brief introduction by Fee, pp. 28-31 “Exegeting the Book of Revelation”
6. **And consult** Michaels, *Interpreting the Book of Revelation* (see above **Secondary**).

UNIT 7: Revelation

1. **The lecture/discussion for this topic will abbreviate what you have read in the textbook(s).** In this section, we will devote attention to the book of Revelation. It belongs to a special category, which we will call Apocalyptic Exegesis.
2. **Translate** Rev. 12. We will go over your translation in class.
3. We will also go over the process of interpreting this book in class.
4. When we finish with this topic, we will move on to the next: historical narrative.
5. **Reread** Fee, pp. 27-28. Fee’s understanding of this genre is one of much controversy. This section is especially pertinent to Classical Pentecostals. On its own right, it commands a bit of attention all of its own: Historical Narrative Exegesis on Acts. We will spend some time talking about this genre.
6. The student may wish to **consult** Leland Ryken’s *How to Read the Bible as Literature*.

UNIT 8: Acts

1. **The lecture on this method/topic will be amplified somewhat because of its importance to Pentecostals.**
2. Please **translate** Acts 2. We **will go over** your translation in class.
3. We will also **demonstrate** this method on Acts 2 in class.
4. When we finish, we will move on to the final topic/method of interpreting the Epistles.
5. For epistles **Reread** Fee pp. 16-20.

UNIT 8: Epistles

1. **Translate** 2 Peter 1:1-15.
 2. **We will read this together in lass. Please be prepared to respond.**
 3. **We will talk about how to interpret epistles, e.g., genre characteristics, etc.**
-

WRAP UP

Finish reading the portions of the textbook that have not been read or covered yet.

EXEGESIS PAPER DUE

BIBLIOGRAPHY

Your textbooks provide excellent lists of resources. There is no need to duplicate what you already have in hand. I refer you to these bibliographies to emphasize them.

FOCUSED TOOLS

I. Greek Grammars (advanced)

J.H. Moulton & W.F. Howard. *A Grammar of New Testament Greek* (Edinburgh: T & T Clark, vol: 1967 (3rd/Rev ed.; vol II: 1968; vol III: 1963).

R.W. Funk. Trans. and edited. *A Greek Grammar of the New Testament and Other Early Christian Literature* (Chicago: University of Chicago, 1961).

A.T. Robertson. *A Grammar of the Greek New Testament in Light of Historical Research* (Nashville: Broadman Press, 1934).

II. Important Lexicons

J.P. Louw & E.A. Nida. *Greek-English Lexicon of the New Testament Based on Semantic Domains* (New York: United Bible Societies, 1988) 2 vols.

H.G. Liddell & R. Scott. *A Greek-English Lexicon* (New York: American Book Company, nd; 8th, rev. ed).

H. Balz & G. Schneider. *Exegetical Dictionary of the New Testament* (Grand Rapids: Eerdmans, 1990), vol 1.

F.W. Danker, rev. and ed., *A Greek English Lexicon of the New Testament and Other Early Christian Literature* (Third Edition (BDAG) based on W. Bauer's fifth ed., 1958; Chicago: The University of Chicago Press, 1979, 2000).

III. Concordances

W.F. Moulton & A.S. Geden. *A Concordance to the Greek Testament* (Edinburgh: T & T Clark, 1974, reprint); based on Westcott and Hort, Tischendorf and the English Revisers. (Still very helpful).

E. Hatch & H.A. Redpath. *A Concordance to the Septuagint and the Other Greek Versions of the Old Testament (Including the Apocryphal Books)* (Graz-Austria: Akademische Druck, 1975). 2 vols.

SPECIFIC DATA

Syllabus prepared by Benny C. Aker, Ph.D., December 2002.