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*Southeastern Baptist Theological Seminary seeks to glorify the Lord Jesus Christ by equipping students to serve the Church and fulfill the Great Commission.*

**Greek Syntax & Exegesis**

GRK 6500 A

**Benjamin L. Merkle, Ph.D. Fall 2016 bmerkle@sebts.edu W 12:00–2:50pm**

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**Course Description**

A comprehensive study of syntax, inflection, and vocabulary on the intermediate level and exegetical readings in the Greek New Testament.

**Student Learning Outcomes**

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

1. Define all the words that occur 15x or more in the NT.
2. Identify and explain the primary uses of cases, moods, tenses, and clause structures in the New Testament.
3. Sight translate selected sections of the New Testament.
4. Gain proficiency in textual criticism, word studies, and diagramming.
5. Write an exegetical paper that exhibits a thorough understanding of Greek grammar and syntax, as well as an understanding of the meaning of the text.

**SEBTS CORE COMPETENCIES**

1. **Spiritual Formation:** Demonstrate the knowledge and skills necessary to pursue an authentically Christian way of life, manifested by trust in God, obedience to Christ’s commands, and love of God and neighbor. [Course SLO #5]
2. **Biblical Exposition:** Demonstrate the ability to properly and effectively interpret, apply, and communicate the Scriptures. [Course SLO #1, 2, 3, 4, 5]
3. **Theological Integration:** Demonstrate the ability to understand and apply the doctrines of Christianity to life and ministry. [Course SLO #5]
4. **Ministry Preparation:** Demonstrate the knowledge, skills, and Christian disposition necessary for ministry and leadership in the church and the world. [Course SLO #5]
5. **Critical Thinking and Communication:** Demonstrate the ability to think critically, argue persuasively, and communicate clearly. [Course SLO #5]

**Course Texts (Required)**

Köstenberger, Andreas, Benjamin L. Merkle and Robert L. Plummer. *Going Deeper with New Testament Greek: An Intermediate Study of the Grammar and Syntax of the New Testament*. Nashville: B&H, 2016. ISBN: 978-1443679087

Fee, Gordon. *New Testament Exegesis: A Handbook for Students and Pastors*, 3rd ed. Louisville: Westminster/John Knox, 2002. ISBN: 978-0664223168

Merkle, Benjamin L. and Robert L. Plummer. *Greek for Life: Strategies for Learning, Retaining, and Reviving New Testament Greek*. Grand Rapids: Baker (*forthcoming*).

**COURSE TEXTS (RECOMMENDED)**

Wallace, Daniel B. *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids: Zondervan, 1996.

**Course Assessment**

1. Reading Report 44 points

2. Quizzes 180 points

3. Class Participation 36 points

4. Word Study 40 points

6. Exegetical Paper 100 points

7. Midterm Exam 100 points

8. Final Exam 100 points

 **600 points**

**Course requirements**

**1. READING REPORT:** A student will receive 2 points for each listed assignment that is carefully read word for word (except footnotes). You are required to keep a record of your reading and turn it in on the due date. If a reading report is not received, a student will receive no credit for reading. While you should keep on schedule with your reading, you only need to complete the reading assignments by the last day of class to receive credit on your reading report. The reading report is due **Wednesday, Dec. 7.**

**2. Quizzes:** There will be a quiz **every Wednesday** (unless otherwise noted) which will cover the vocabulary and grammar/syntax of the passages we covered the previous week. Students will also need to complete the assigned chapter of *Deeper Greek* which will be assessed through the weekly quiz.

**3. CLASS PARTICIPATION:** Each student is expected to be in class every day and participate (which means having translated the assigned text, parsed all the verbs, and noted any significant grammatical features in the text). Students will be expected to read their translation in class and answer questions related to the grammar and syntax of the verse.

**4. WORD STUDY:** This assignment is to be completed with another student and is due on **Wednesday, Nov. 16.**

**5. EXEGETICAL PAPER:** Write a **12–15 page** exegetical paper on Romans 12:1–2. The paper should focus on the grammar and syntax of the Greek language as well as the overall meaning of the text. A basic preaching outline should also be included as the last page of the paper. The paper is due **Wednesday, Dec. 7.**

**7. MIDTERM EXAM:** The Midterm exam will be given on **Wednesday, Oct. 19.**

**8. FINAL EXAM:** The final exam will be given on **Wednesday, Dec. 7.**

**COURSE EXPECTATIONS**

Each student is expected to work two hours outside of class for every hour in class. For this class that means you will need to spend 6 hours out of class studying every week. Time will be spent memorizing vocabulary, translating the selected NT passages, reviewing Greek grammar and syntax, reading the textbooks, preparing for quizzes and exams, and research and writing the exegetical paper.

**COURSE Grading Scale**

 B+ 541–558 C+ 487–504 D+ 433–450

A 577–600 B 523–540 C 469–486 D 415–432

A- 559–576 B- 505–522 C- 451–468 F Below 414

Cheating or plagiarism of any kind will result in an immediate failing grade on the assignment with no chance for resubmission. The professor does have the option either to allow the student to remain in and complete the course or to dismiss the student from the course completely. Regardless of the professor’s ruling, all cases of cheating or plagiarism will be reported to the Dean of Students Office and the appropriate Academic Dean(s) where further disciplinary action will be considered. At the very least, a permanent record of the infraction will be kept in the student's file. For further information regarding this policy, please refer to the ‘Plagiarism & Cheating’ section of the Student Handbook.

*NOTE: Southeastern Seminary policy states, “In no case may a student merely copy and paste any material from one paper to another without the prior written permission of the instructor. In the rare case when a student is given permission to use his/her own scholarly work in subsequent research, the student must still cite his/her previous coursework as an unpublished paper. Failure to follow these guidelines constitutes plagiarism, and all appropriate penalties will apply.”*

**INTERNET USE DURING CLASS**

Southeastern’s policy is that students are **NOT** permitted to log in to the internet or other local networks during class unless specifically authorized by the professor.

**DISCLAIMER**

This syllabus is intended to reflect accurately the course description, course objectives, general content, grading criteria, course requirements, attendance requirements, and other information necessary for students to appraise the course. However, the professor reserves the right to modify any portion of this syllabus as may appear necessary because of events and circumstances that change during the term.

**Course Schedule**

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| --- | --- | --- | --- | --- |
| **Week #** |  | **To Be Done In Class** | **Quizzes** | **Reading** |
| **1** | Aug 24 | Introduction & Syllabus; Textual Criticism **Mark 1:1–13** |  | *Deeper Greek*, 1 |
| **2** |  Aug 31 | Nominative, Vocative, Accusative**Matthew 18:10–20** | **Quiz 1** | *Deeper Greek*, 2 |
| **3** |  Sept 7 | The Genitive**Romans 3:19–31** | **Quiz 2** | *Deeper Greek*, 3 |
| **4** |  Sept 14 | The Dative**Jude 1-3, 17-25** | **Quiz 3** | *Deeper Greek*, 4 |
| **5** | Sept 21 | The Article & Adjective**John 2:1–11** | **Quiz 4** | *Deeper Greek*, 5 |
| **6** | Sept 28 | Overview of Verbs**James 5:12–20** | **Quiz 5** | *Deeper Greek*, 6 |
|  | **Oct 3–7** | **FALL BREAK** |  |  |
| **7** | Oct 12 | Tense & Verbal Aspect**Matt 2:19–23; 6:9–13** | **Quiz 6** | *Deeper Greek*, 7 |
| **8** | **Oct 19** | **MIDTERM EXAM** Diagramming & Word Studies |  | *Deeper Greek*, 14 |
| **9** | Oct 26 | Present, Imperfect, and Future**Acts 2:37–47** |  | *Deeper Greek*, 8 |
| **10** | Nov 2 | Aorist, Perfect, and Pluperfect Practice**John 11:30–44** | **Quiz 7** | *Deeper Greek*, 9 |
| **11** | Nov 9 | Participles**1 Peter 5:1–11** | **Quiz 8** | *Deeper Greek*, 10 |
| **12** | Nov 16 | Infinitives**1 Timothy 6:11–19** | **Quiz 9** | *Deeper Greek*, 11 **Word Study Due** |
|  | **Nov 21–25** | **THANKSGIVING RECESS** |  |  |
| **13** | Nov 30 | Pronouns, Prepositions, Conjunctions, AdverbsSentences; Discourse Analysis**Hebrews 5:11–6:6 (or Titus 2:1–10)** | **Quiz 10** | *Deeper Greek*, 12 *Deeper Greek*, 13, 15 |
| **14** | **Dec 7** | **FINAL EXAM** |  | **Reading Report Due****Paper Due** |

**READING REPORT (Greek Syntax & Exegesis) Name:**

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| --- | --- |
| **Reading Assignments** | **Date Completed**  |
| KMP, *Deeper Greek*, ch. 1 (Greek Language & Textual Criticism) |  |
| KMP, *Deeper Greek*, ch. 8 (Present, Imperfect & Future Tenses) |  |
| KMP, *Deeper Greek*, ch. 13 (Diagramming, Discourse Analysis) |  |
| KMP, *Deeper Greek*, ch. 14 (Word Study) |  |
| KMP, *Deeper Greek*, ch. 15 (Continuing with Greek) |  |
| Fee, *New Testament Exegesis*, I. |  |
| Fee, *New Testament Exegesis*, II, 1. |  |
| Fee, *New Testament Exegesis*, II, 2. |  |
| Fee, *New Testament Exegesis*, II, 3. |  |
| Fee, *New Testament Exegesis*, II, 4. |  |
| Fee, *New Testament Exegesis*, II, 5. |  |
| Fee, *New Testament Exegesis*, II, 6. |  |
| Fee, *New Testament Exegesis*, III. |  |
| Fee, *New Testament Exegesis*, IV. |  |
| Merkle & Plummer, *Greek for Life*, ch. 1 |  |
| Merkle & Plummer, *Greek for Life*, ch. 2 |  |
| Merkle & Plummer, *Greek for Life*, ch. 3 |  |
| Merkle & Plummer, *Greek for Life*, ch. 4 |  |
| Merkle & Plummer, *Greek for Life*, ch. 5 |  |
| Merkle & Plummer, *Greek for Life*, ch. 6 |  |
| Merkle & Plummer, *Greek for Life*, ch. 7 |  |
| Merkle & Plummer, *Greek for Life*, ch. 8 |  |

**WRITING AN EXEGETICAL PAPER**

These guidelines are adapted from *“Grasping God’s Word”* by Duvall and Hays*.* We assume that you have read, interpreted, and discerned the application of your passage BEFORE you have started to write the paper. That is, the paper is the RESULT of exegesis not the ACT of exegesis. The guidelines below focus on how to present the results of your interpretive work.

**Form**

The paper is to be typed, using double spacing, a twelve-point Times-New Roman font, and one-inch margins. The minimum length is twelve pages; the maximum is fifteen pages (excluding the title page, main idea and outline pages, and the bibliography). Citations should be referenced in accordance with the latest edition of Turabian (Kate Turabian, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *A Manual for Writers of Term Papers, Theses, and Dissertations,* 8th ed. [Chicago: University of Chicago Press, 2013]. Do not use the parenthetical note option or endnotes. Follow chapters 16 &17 “Notes-Bibliography style”). For matters of capitalization, abbreviation, and citation of ancient documents see the SBL Handbook of Style (Patrick H. Alexander, ed., *The SBL Handbook of Style: For Ancient Near Eastern, Biblical, and Early Christian Studies* [Peabody, MA: Hendrickson, 1999]). Because the paper is specific to the original languages, do not use English translations other than your own.

**Content**

**1. Title Page (1 page)**

The title page should clearly state the passage that you are exegeting and follow the format for all SEBTS papers.

**2. Main Idea and Outline (1–2 pages)**

First, establish the text and outline your passage. Where there is a variant given in the UBS 4, choose the best reading and footnote it briefly explaining your choice in the footnote. Display your text in Greek in an outline form. Give YOUR English translation of the passage. Then summarize the main idea of the passage in one sentence.

**3. Introduction (1/2—1 page) (Pagination starts here)**

This paragraph should gain the reader’s attention and introduce the main idea of your passage. How is the point an important point for your readers? How has the passage been misunderstood in the past, etc.? Present the main idea of your passage in a *thesis statement* form.

**4. Context (2—4 pages)**

This part consists of two sections. First, include a brief discussion of the *historical-cultural context* of the book. What do your readers need to know about the biblical author, the original audience, and their world in order to grasp the meaning of the passage? For the most part this is the shorter of the two sections unless significant extra-biblical information is needed (much of this can be done in the next section).

Second, discuss the *literary context* of your passage. Describe the author’s flow of thought in the WHOLE book and discuss how your passage fits into and contributes to the flow of thought. Pay particular attention to HOW your passage relates to the passage that precedes it and the one that follows.

**5. Content (7—10 pages)**

This represents the body of your paper and the heart of your exegetical work. You should let the main points of your outline function as subheadings. Include under each subheading a detailed explanation of your passage.

Explain what the text says and what it means in context. Be sure to include significant elements that you discovered as you observed the text and studied the passage’s historical-cultural context. Also, explain the meaning of critical words and concepts. Synthesize your own observations with those of the commentaries. I am only interested in your studied opinion, not a string of quotations from commentaries.

However, if, in 2000 years of Christian exegesis, you come up with something totally new, I will be doubtful of its validity.

Allow your research of others to assist you, but be careful not to let them dictate what you conclude about the passage. Be critical of your sources, and do not be afraid to disagree with commentators. Do not use devotional or preaching commentaries, use electronic sources sparingly, and be careful about the use of the internet. The most recent research (exegetical or otherwise) is found in scholarly journals. You must include these in your research.

Keep in mind that the goal of this section is to explain the meaning of the text in context. Discuss the details of the text, but be sure to move beyond mere description of details to show how they come together to convey meaning.

**6. Application (1 page)**

Discuss several applications of this passage to contemporary audiences. Be practical, specific, and as realistic as possible.

**7. Preaching outline (1 page)**

Include an outline that could be used for a sermon or Bible study. The main point of your sermon should be the main point of the text and your sub-points should flow from the text as well.

**8. Bibliography (as many pages as necessary)**

Present a formal bibliography of the sources you cite in your paper in accordance with Turabian’s bibliographical entry form. Title this “Works Cited” and continue to paginate (however the page requirements of the paper end after the “application” section). As a good rule of thumb you should have, as a minimum, 1 source for every page of your paper. So for a paper of this size, you should have a minimum of 12–15 sources.

**Mandatory sources –**The bibliography should include these entries:

* 7 different academic commentaries. This must include (unless not yet available) the Word Biblical Commentary (WBC); the New International Commentary (NICNT); the Pillar NT Commentary (PNTC); Baker Exegetical (BECNT); and the most recent version of the International Critical (ICC).
* Recent articles from academic journals (i.e., journals like *BSac*, *JETS, JBL,* and *Tyndale Bulletin* and NOT *Christianity Today*, *Moody Monthly*, or *Fundamentalist Journal*).
* You must include essays in academic Bible dictionaries (i.e., The Anchor Bible Dictionary, or the IVP series and NOT Halley's or Broadman) or monographs (usually Festschriften).
* DO **NOT** INCLUDE WORKS YOU REFERENCED BUT DID NOT CITE IN THE PAPER.

**Forbidden Works**

* Because you are to produce an academic work, certain types of commentaries, devotional works, and authors are not permitted. The following are not to be used in this paper, not because they are necessarily bad or wrong, but because they are intended to be devotional in nature or for lay readership.
* This includes authors such as Warren Wiersbe, Beth Moore, R. Kent Hughes, John MacArthur, Jr. (not even the commentary), Chuck Swindoll, David Jeremiah, Jerry Vines, Kay Arthur, Bill Bright, Charles Stanley (and any other work produced for general/lay readership), and any Sunday School material.

**Special Notes**

* NO ELECTRONIC SOURCES are permitted in the paper. In other words you may not cite a CD collection or other electronic source directly. The problem with electronic sources are two-fold: (1) They are usually very old works (The copyright has expired and are far less problematic to publish). (2) It enables students not to go to the library. Far too often, it is apparent that a student has sat down at his computer to write his paper, and NEVER went to the library. This is certainly bad policy. This does not mean you can’t use electronic sources. Just don’t cite them. Most often electronic sources existed once as books—find the book and cite it. Robertson's *Word Pictures*, Galaxie Software's Theological Journals, and other electronic libraries carry books that are also in print. Electronic sources that are laid out exactly like the printed book can be cited as if it were the printed form (e.g., Google books pdf or epub formats). E-readers (Kindle, Nook, and Sony) can be used but as of present there are no guidelines how to cite them. Until further notice, cite the printed format.
* NO STUDY BIBLES are to be cited. Many are quite valuable and useful. They are not, however, designed for the academic assignment. They got their information from the sources you are supposed to use for this assignment. The use, then, would be unnecessarily redundant.
* CHOOSE YOUR WEB SOURCES CAREFULLY. The academic worth of an internet web site is notoriously difficult to judge. Without a doubt, certain web sites are very valuable but others are so questionable that unless it is from a reputable site, “I heard it on TV” is about as valuable. Only cite a web site, if you trust the level of expertise or have exhausted all other avenues, or it is particularly germane to your discussion. E.g., Pastor Greg’s blog is not likely to be a good source, but a reputable scholar may have something useful. The key here is, BE CAREFUL.
* BE CAREFUL how you use OLDER WORKS. Some works are timeless in their use and value. If you do not cite these works, you would be remiss (e.g., Raymond Brown's volume of John in the Anchor Bible Commentary was produced in 1966. It is now over 40 years old, but even today, a paper on John's Gospel should be aware of its content). Generally, include older commentaries and articles when newer works repeatedly cite them (thus, authors still consider the work valuable). Older works do not interact with advancements in Greek grammar, cannot discuss trendy interpretations, and cannot offer much insight into today's theological milieu.

**Checklist**

* I have the correct form.
* The paper is double-spaced with the prescribed font (12-point Times New Roman) and one-inch margins.
* The paper has a SEBTS title page.
* The paper is between 12 and 15 pages long.
* I have cited sources in accordance with Turabian.
* My main idea summarizes the entire passage in one sentence.
* All verses in the passage are included in my outline.
* My introduction gains the reader’s attention and introduces the main idea.
* I discuss both the historical-cultural and literary context.
* The main points of my outline serve as subheadings in the body of my paper.
* I explain the meaning of grammatical/syntactical elements and the critical words in my passage.
* I have consulted at least 1 reputable source for each page of my paper.
* I discuss several applications of this passage for a contemporary audience.
* I have a preaching outline.
* I include a bibliography of sources cited in the paper.
* I have proofread the paper.
* I have had a competent friend proof my paper as well.
* I have sought help from the SEBTS writing center.

**PLEASE NOTE**: A great deal of help is available to the student from the SEBTS writing center. The site includes opportunities to get one-on-one assistance, but even more is available at the Moodle site for the writing center (including a sample paper, Turabian illustrations, definition of plagiarism, etc.). You will find a link when you log into Moodle. **PAPER GRADING FORM**

Exegetical Paper Grade Analysis

Professor: Benjamin L. Merkle

 Student:

**Form & Style sub-total: \_\_\_\_\_\_ out of 20**

Grammar/Spelling: (\_\_\_\_\_ of 10)

🞎no run on sentences, 🞎no fragment sentences, 🞎good punctuation, 🞎proper capitalization.

Documentation Form: (\_\_\_\_\_ of 10)

🞎margins, 🞎 pagination, 🞎fonts, 🞎footnotes, 🞎follows Turabian.

**Research sub-total: \_\_\_\_\_ out of 20**

Variety of sources: (\_\_\_\_\_ of 5)

Number of sources: (\_\_\_\_\_ of 5)

Use of sources: (\_\_\_\_\_ of 10)

🞎academic value, 🞎no excess quotations, 🞎no forbidden sources.

**Substance sub-total: \_\_\_\_\_ out of 60**

General Organization (\_\_\_\_\_ of 5)

Introduction: (\_\_\_\_\_ of 5)

🞎engaging or interesting introductory paragraph, 🞎clear thesis statement.

Coverage of passage: (\_\_\_\_\_ of 30)

🞎proper division of text, 🞎fair representation of opposing views, 🞎good research into backgrounds, languages, historical context, and literary context.

Application: (\_\_\_\_\_ of 5)

🞎specific, 🞎flows from exegesis, 🞎answers questions mentioned in the Introduction.

Preaching Outline (\_\_\_\_\_ of 5)

🞎Main point same as text, 🞎sub-points flow from text, 🞎preachability.

Analysis/Argumentation: (\_\_\_\_\_ of 10)

🞎easy to follow, 🞎logical divisions, 🞎flow from one division to another, 🞎orderly arrangement, 🞎good paragraph lengths.

**Grade: \_\_\_\_\_\_\_\_\_ (out of 100)**