

***Southeastern Baptist Theological Seminary seeks to glorify the Lord Jesus Christ***

***by equipping students to serve the church and fulfill the Great Commission.***

**Summer 2016**

**COURSE: GRK6500.A**

**Professor: Andreas J. Köstenberger**

**E-mail: akostenberger@sebts.edu**

**GREEK SYNTAX & EXEGESIS**

**CONTACT INFORMATION:** The proper way to contact Dr. Köstenberger during the course of the semester is through e-mail.

**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. Be familiar with all words occurring 15 times or more in the Greek NT.
2. Be able to identify and explain the use of all noun cases and verb tense-forms in the Greek NT as well as other forms such as articles and adjectives.
3. Be able to sight-translate selected portions by different NT authors.
4. Be proficient in basic text criticism, word study, and diagramming methodology.
5. Be able to write an exegesis paper that exhibits a thorough understanding of hermeneutics, exegesis, and Greek grammar and syntax.

**SEBTS CORE COMPETENCIES:**

**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]

**Biblical Exposition:** Demonstrate the ability to properly and effectively interpret, apply, and communicate the Scriptures. [Course SLO #1, 2, 3, 4, 5]

**Theological Integration:** Demonstrate the ability to understand and apply the doctrines of Christianity to life and ministry. [Course SLO #5]

**Ministry Preparation:** Demonstrate the knowledge, skills, and Christian disposition necessary for ministry and leadership in the church and the world. [Course SLO #5]

**Critical Thinking and Communication:** Demonstrate the ability to think critically, argue persuasively, and communicate clearly. [Course SLO #5]

**Required Textbooks:**

Kӧstenberger, Andreas J., 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 Academic, 2016.\*

Kӧstenberger, Andreas J., Benjamin L. Merkle, and Robert L. Plummer. *Going Deeper with New Testament Greek Laminated Chart*. Nashville: B&H Academic, 2016.\*\*

Kӧstenberger, Andreas J. and Richard D. Patterson. *Invitation to Biblical Interpretation: Exploring the Hermeneutical Triad of History, Literature, and Theology*. Grand Rapids: Kregel, 2011.

\*Additional student materials can be found at <http://www.bhacademic.com/deepergreek>. These include PDFs of translation passages, practice exercises, vocabulary lists, and chapter summaries.

\*\* Publication date: August 1, 2016. Professor will give instructions on how to obtain this chart in class.

**COURSE DATES:** July 5–22

**COURSE REQUIREMENTS**:

**Note to Students:** I’m excited to come alongside you in your journey as you try to “Do your best to present yourself to God as one approved, a worker who has no need to be ashamed, rightly handling the word of truth” (2 Tim 2:15). This class is not merely about Greek. It is about using Greek in your personal study of God’s Word as well as about using Greek in your preaching and teaching ministry. What is more, we will put our learning of Greek to use in honing our skills in exegesis and hermeneutics in order to discern the meaning of the biblical text.

As is customary for classes at SEBTS, you should expect to spend up to two hours outside of class for every hour in class, depending on your speed of learning and your background in the subject. In this class, this will involve memorizing vocabulary, translating the selected passages, reviewing Greek grammar and syntax, reading the textbook, writing the exegesis paper, and preparing for quizzes and exams. Please make sure to clear adequate time in your schedule to give yourself a chance to succeed.

**READING, CLASS ATTENDANCE, AND PARTICIPATION**: Students are to read the respective chapter in *Going Deeper* **prior to class**. Note: chapters 14 and 15 are not listed in the course schedule below; students should read these chapters by the end of class (chapter 14 by mid-term time if possible). Students are to attend all class sessions in their entirety to receive a passing grade in the course and are to participate actively in class discussion. The reading report (appended below) is to be **handed in on the last day of class**.

**QUIZZES:** There will a **quiz every day.** On the first day, you will be asked to take a **review quiz** over the frequent NT vocabulary listed in Appendix 1 of *Going Deeper*. The remaining quizzes will focus on the material covered the previous day, though earlier material may be included as well, as languages are of necessity cumulative. The two worst quizzes (not the review quiz) may be dropped. No make-up quizzes for any reason. If you miss a quiz, then that quiz will count as one or your two dropped quizzes.

**TRANSLATIONS/NOTEBOOK**Students must **come to class having translated the assigned passage (including on the first day of class)**, having parsed all verbs, and having identified significant grammatical features in the text. The instructor will call on individual students to share their translations with the rest of the class. Students may be asked to hand in their translation at the end of the class. They are to gather all translations in a notebook which is to be **handed in on the last day of class**.

**EXEGESIS PAPER:** Write a **12–15-page** exegetical paper on Romans 12:1–2. Students should **read the relevant portions** on history, literature, and theology in *Invitation to Biblical Interpretation* in preparing their paper. 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 (see chapter 16 in *Invitation*). The paper is due in the instructor’s (e-) mailbox by **August 5, 4 p.m.**

**MIDTERM ASSESMENT AND FINAL EXAM:** The **mid-term assessment** (**July 13 or 14**) will cover all material in chapters 1–7 in the course text. While it is mandatory to take the mid-term assessment, it will primarily serve the purpose of facilitating review and will not count toward the final course grade. The **final exam** will be cumulative and will test knowledge of all the material covered in the entire class (including material included on the mid-term assessment). It will be given on the **last day of class, July 22**.

**COURSE SUBMISSIONS REQUIREMENT**:

All written assignments are due by 4:00 pm on the due date and are to be turned in electronically via e-mail to the professor. A strict one (1) point per day deduction will be applied to all late submissions.

**Course GRADING WEIGHT:**

* Reading, Class Attendance, and Participation – 5%
* Quizzes – 20%
* Translations/Notebook – 20%
* Exegesis paper – 25%
* Final exam – 30%

**COURSE GRADING:** A 95–100; A– 92–94; B+ 89–91; B 86–88; B– 83–85; C+ 80–82; C 77–79; C– 74–76; D 70–73; F 0–69

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.

**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:**

(Tentative; readings listed below are in *Going Deeper with NT Greek*):

**Note**: Settling into a comfortable, predictable routine is extremely important when learning a language. The following will be the typical procedure followed in class.

**Hour #1**:

Take and Grade Quiz over Vocabulary and Material from Previous Day

PowerPoint: Discuss Grammatical Categories in *Going Deeper* Chapter

**Hour #2**:

Work on Practice Sentences (Group Work in Class; Discuss as a Class)

**Hour #3**:

Walk through Translation Passage (Discuss Grammar & Syntax)

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **To Be Done In Class** | **Quiz** | **Reading** |
| July 5 | Introduction; Greek Language & Textual Criticism | **Review Quiz** | Chapter 1 |
|  | **Translation: Mark 1:1–13** |  |  |
| July 6 | Nominative, Vocative, Accusative Cases | **Quiz 1** | Chapter 2 |
|  | **Translation: Matthew 18:10–20** |  |  |
| July 7 | Genitive Case | **Quiz 2** | Chapter 3 |
|  | **Translation: Romans 3:19–31** |  |  |
| July 8 | Dative Case | **Quiz 3** | Chapter 4 |
|  | **Translation: Jude 1–3, 17–25** |  |  |
| July 11 | Article & Adjective | **Quiz 4** | Chapter. 5 |
|  | **Translation: John 2:1–11** |  |  |
| July 12 | Overview of Verbs | **Quiz 5** | Chapter 6 |
|  | **Translation: James 5:12–20** |  |  |
| July 13 | Tense & Verbal Aspect | **Quiz 6** | Chapter 7 |
|  | **Translation: Matthew 2:19–23; 6:9–13** |  |  |
| July 14 | Present, Imperfect & Future Tenses | **Quiz 7** | Chapter 8 |
|  | **Translation: Acts 2:37–47** |  |  |
| July 15 | Aorist, Perfect & Pluperfect Tenses | **Quiz 8** | Chapter 9 |
|  | **Translation: John 11:30–44** |  |  |
| July 18 | Participles | **Quiz 9** | Chapter 10 |
|  | **Translation: 1 Peter 5:1–11** |  |  |
| July 19 | Infinitives | **Quiz 10** | Chapter 11 |
|  | **Translation: 1 Timothy 6:11–19** |  |  |
| July 20 | Pronouns, Prepositions, etc. | **Quiz 11** | Chapter 12 |
|  | **Translation: Titus 2:1–10** |  |  |
| July 21 | Diagramming & Discourse Analysis | **Quiz 12** | Chapter 13 |
|  | **Translation: Hebrews 5:11–6:6** |  |  |
| July 22 | **FINAL EXAM** |  |  |

**APPENDIX 1: READING REPORT**

**Name:**

|  |  |  |
| --- | --- | --- |
| **Reading Assignment** | **Date Due** | **Date Completed** |
| *Going Deeper*, chap. 1 (Greek Language & Textual Criticism) | July 5 |  |
| *Going Deeper*, chap. 2 (Nominative, Vocative & Accusative Cases) | July 6 |  |
| *Going Deeper*, chap. 3 (Genitive Case) | July 7 |  |
| *Going Deeper*, chap. 4 (Dative Case) | July 8 |  |
| *Going Deeper*, chap. 5 (Article & Adjective) | July 11 |  |
| *Going Deeper*, chap. 6 (Overview of Verbs) | July 12 |  |
| *Going Deeper*, chap. 7 (Tense & Verbal Aspect) | July 13 |  |
| *Going Deeper*, chap. 8 (Present, Imperfect & Future Tenses) | July 14 |  |
| *Going Deeper*, chap. 9 (Aorist, Perfect & Pluperfect Tenses) | July 15 |  |
| *Going Deeper*, chap. 10 (Participles) | July 18 |  |
| *Going Deeper*, chap. 11 (Infinitives) | July 19 |  |
| *Going Deeper*, chap. 12 (Pronouns, Prepositions, etc.) | July 20 |  |
| *Going Deeper*, chap. 13 (Diagramming, Discourse Analysis) | July 21 |  |
| *Going Deeper*, chap. 14 (Word Studies) | July 21 |  |
| *Going Deeper*, chap. 15 (Continuing with Greek) | July 21 |  |

**Note**: Read chapters 1-13 prior to the class in which the chapter will be covered. Read chapters 14-15 by the end of the class. If possible, read chapter 14 by the time of the mid-term exam.

**APPENDIX 2: QUIZZES WORKSHEET**

**Name:**

|  |  |
| --- | --- |
| **Quiz** | **Grade** |
| Review Quiz |  |
| Quiz #1 |  |
| Quiz #2 |  |
| Quiz #3 |  |
| Quiz #4 |  |
| Quiz #5 |  |
| Quiz #6 |  |
| Quiz #7 |  |
| Quiz #8 |  |
| Quiz #9 |  |
| Quiz #10 |  |
| Quiz #11 |  |
| Quiz #12 |  |
| Cross out your **2 Dropped Quizzes** above (NOT the review quiz).  Then, please add up **Total Points** here: |  |

**APPENDIX 3: TRANSLATION NOTEBOOK CHECKLIST**

**Name:**

|  |  |  |
| --- | --- | --- |
| **Translation Notes** | **Date Due** | **Date Completed** |
| Mark 1:1–13 | July 5 |  |
| Matthew 18:10–20 | July 6 |  |
| Romans 3:19–31 | July 7 |  |
| Jude 1–3, 17–25 | July 8 |  |
| John 2:1–11 | July 11 |  |
| James 5:12–20 | July 12 |  |
| Matthew 2:19–23; 6:9–13 | July 13 |  |
| Acts 2:37–47 | July 14 |  |
| John 11:30–44 | July 15 |  |
| 1 Peter 5:1–11 | July 18 |  |
| 1 Timothy 6:11–19 | July 19 |  |
| Titus 2:1–10 | July 20 |  |
| Hebrews 5:11–6:6 | July 21 |  |

**APPENDIX 4: INSTRUCTIONS FOR EXEGESIS PAPER**

These guidelines are adapted from *Grasping God’s Word* by Scott Duvall and Danny Hays (per Ben Merkle)*.* The assumption is that you have read, interpreted, and discerned the application of your passage BEFORE you started writing the paper. That is, the paper is the RESULT of, 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, double spaced, using 12-point Times-New Roman font and one-inch margins. The minimum length is 12 pages; the maximum is 15 pages (excluding title page, main idea and outline pages, and bibliography). Citations should follow 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 and 17 “Notes-Bibliography style.” For matters of capitalization, abbreviation, and citation of ancient documents see *The SBL Handbook of Style: For Biblical Studies and Related Disciplines*, 2nd ed.(Atlanta: SBL, 2014). 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 UBS5, choose the best reading and footnote it briefly explaining your choice in the footnote. Display your text in Greek in outline form. Give YOUR English translation of the passage. Then summarize the main idea of the passage in one sentence.

**3. Introduction (½–1 page; pagination starts here)**

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

**4. Historical and Literary 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 extrabiblical information is needed.

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 the book and contributes to the flow of thought. Pay particular attention to HOW your passage relates to the literary unit that precedes it and the one that follows it.

**5. Main 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 serve as subheadings. Under each subheading, include a detailed explanation of the respective portion of your passage.

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

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

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 points of application of this passage to contemporary audiences. Be practical, specific, and as realistic as possible.

**7. Preaching or Teaching Outline (1 page)**

Include an outline that could be used for a sermon or Bible study. The main point of your sermon or study 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 bibliographical entry format. 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, at a minimum, have one source for every page of your paper. For a paper of this size, therefore, you should have a minimum of 12–15 sources.

**Mandatory Sources:**

The bibliography should include these entries:

* At least 7 different scholarly commentaries. This MUST include the Baker Exegetical Commentary (BECNT); International Critical Commentary (ICC); New International Commentary (NICNT); New International Greek Testament Commentary (NIGTC); the Pillar NT Commentary (PNTC); and Word Biblical Commentary (WBC).
* Recent articles from academic journals. Acceptable journals include the *Bulletin of Biblical Research*, *Journal of Biblical Literature*, *Journal of the Evangelical Theological Society*, and other recognized NT journals, but NOT popular journals such as *Christianity Today*, *Moody Monthly*, or *Fundamentalist Journal*.
* Entries in academic Bible dictionaries (i.e., *The Anchor Bible Dictionary* or the *Dictionary of Paul and His Letters*, but NOT Halley's or Broadman) and other reputable academic sources (such as *The Zondervan Illustrated Bible Backgrounds Commentary*) and monographs (such as *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 or 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 and/or for a lay readership.

Authors whose works are not to be used in this paper include writers such as Warren Wiersbe, Beth Moore, R. Kent Hughes, John MacArthur, Jr. (including commentaries), Chuck Swindoll, David Jeremiah, Jerry Vines, Kay Arthur, Bill Bright, Charles Stanley, and any other work produced for a general or lay readership, as well as 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. Most often electronic sources existed once as books—find the book and cite it. 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 e-pub formats). E-readers (Kindle, Nook, and Sony) can be used but as of now there are no commonly agreed-upon guidelines on how to cite them. For the time being please cite the printed format.

NO STUDY BIBLES are to be cited. Many are quite valuable and useful. They are not, however, designed for academic assignments such as this. In fact, the contributor to those Study Bibles got their information from the very sources you are supposed to use for this assignment.

CHOOSE YOUR WEB SOURCES CAREFULLY. The academic worth of an internet website is notoriously difficult to judge. Without a doubt, certain websites are very valuable, but others are not. Only cite a web site if you trust their level of expertise or have exhausted all other avenues or if it is particularly germane to your discussion.

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. Generally, include older commentaries and articles when newer works repeatedly cite them and thus authors still consider the work valuable. Older works don’t interact with recent advances in Greek grammar, don’t discuss trendy recent interpretations, and cannot offer much insight into today’s theological discussions.

**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 catches 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 significant grammatical/syntactical elements and of all important words in my passage.
* I have consulted on average at least one reputable source for each page of my paper.
* I discuss multiple applications of this passage for a contemporary audience.
* I have a preaching or teaching outline.
* I include a bibliography of sources cited in the paper.
* I have proofread the paper (and, if possible, have had one other competent person proofread it as well).

**Note**: A great deal of help is available from the SEBTS writing center. In addition to opportunities for one-on-one assistance, the Moodle site for the writing center includes a sample paper, Turabian illustrations, definition of plagiarism, and other resources.**APPENDIX 5: PAPER GRADING FORM**

Name:

**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)**