INTRODUCTION

This course equips students to learn the basic methodology to interpret God's inerrant Word and to apply it to a specific contemporary situation (mission goal 1).

This course instructs students in the basic Christian scholarship of biblical interpretation and uses interpretative evangelical scholarly techniques (mission goal 2).

Students must have had at least one term of basic Greek and be taking the second term. The data of NT 502 is assumed in 600 level NT courses.

TEXTS

A. The following primary tool is required. (All are on permanent reference or N.T. reserve.) A good quality Greek text.


B. The following secondary texts are required:


Two packets of "handouts" must also be purchased from the Book Centre: "N.T. Interpretation Handouts" (blue cover) and "How to Write a New Testament Exegesis Paper" (blue notebook). Bring both to every class. ("Wider Context" Xerox is also available in Spanish)


**COURSE REQUIREMENTS**

A. **Reading assignments.** Reading requirements are given in the class schedule and are required to be read in preparation for class time. Optional readings are included which may be useful for a better understanding of the material. Be sure to raise any questions of clarification before class, at the end of the lecture, or after class. The professor is available at appointed hours for further help or conversation (Office = 110 Goddard). Completion of all required reading and good attendance affects in-between grades.

B. **Written assignments.**

1. The "Historical context" of the Letter to the Romans. Historical context includes 5 parts: who wrote the letter, to whom was it written, from where, when, and why. Gather data from the Bible. Cite reasons or proof for deductions. After a rough draft is written, commentaries may be consulted only if they definitely are helpful and they are footnoted and a bibliography is included.

   Due: Week 2, Sept. 18 (10% grade) (3-6 pp. double-spaced) (Grace Sept. 20)
   *Assignments 1 and 2 may be redone up to Week 8 (Nov. 1).*
   *Hand in both drafts and original cover sheet.*

2. The "character" (1 p.) and basic outline (1 p.) of Romans. A "character" study of a letter contains 4 parts including the purpose (for then and now) of a letter, a brief summary of its content, and a keyword or keyphrase. The purpose (objective) brings together the most overriding goal of an author and the needs of the audience. Use only the Bible.

   Due: Week 3, Sept. 25 (10% grade) (Grace Sept. 27)
   Limit: One page each assignment, may be single-spaced IF NECESSARY but it may not run over one page.

3-7) Five other 1-2 page assignments are also due on text criticism, grammatical study, word study, literary study, and cultural background. They are begun each week and completed one week later. These papers will be used in final paper. (20% of the grade is
completion of these papers on time. 10% credit may be received for late papers.)

Choose one text: Romans 5:3-5/6; or 8:1-2, or 8:26-27; or 10:14-15; or 15:5-6, or 15:15-16; or 16:1-2.

(8) An exegesis paper of a selected text in the same letter without use of any commentaries. The goal of this paper is to explain the significance of a passage and to prove your interpretation. Use only the Bible, grammar tools, concordances, and first century historical sources.

Write out your findings in a purposeful essay with an introduction which tells the reader your goals and means. Conclude essay with a summary of your findings. In the exegetical study you will need to analyze textual variants (in the text or a footnote), make your own translation, analyze the way your text fits into the thought and occasion of the letter (and extra biblical background), analyze grammar, syntax, style, and significant words. Include a bibliography of all books used. See "Select Notes on Writing an Exegesis Paper." (Complete an application which flows from the text.) Your application can be an outline of a sermon, a class, or a structure for a ministry, or a poem. (Omission of any step will have each a half grade penalty.)

Due: Nov. 8, Week 9 (50% grade) (Grace Nov. 12 [9 a.m. professor’s home]).
Limit: Exegesis - 7-12 pages. Application – 1-2 pages. All must be double-spaced and typewritten, at least 12 size font. Original should be submitted. Endnotes may be used if paper and notes are stapled separately.

(9) Summary of Interpretations
This paper is an introductory page (1-3 pp. double-spaced) summarizing the major interpretations of your text with sample persons cited. Compare your own interpretation to those of others. Clarity in defining issues is important. Check all the scholarly articles and commentaries available which pertain to your passage. Include a bibliography (should be a full page).

Due: Dec. 4, Week 13 (10% grade). (Grace Dec. 6) Footnotes and bibliography must be included and in correct form.

(10) Rewritten Exegesis Paper
Rewrite the exegesis paper in light of the professor's comments. At a minimum, add Jewish and/or Greco-Roman references, application and helpful secondary sources to the first draft. (Include original paper and cover sheet with resubmitted paper).

Due Dec. 4 (Week 13) or earlier.

CRUCIAL: TAKE NOTE
All assignments must have the following format at the top of the first page:

Passage: (text chosen)  To:  (Student's Name)
Assignment: _________________  Box:  (Student's Box Number or Home Address)
The graded papers must have clipped on them the appropriate evaluation sheet. Please proofread all papers. Use "human," "people," "one," or recast a sentence (e.g. use plural). Do not use "man/men/mankind" for the generic. Include a stamped, self-addressed envelope with final paper if you have no GCTS p.o. box.

**COURSE SCHEDULE**

**Week 1 (Sept. 11, 13):**

A. Introduction to the course (Explanation of syllabus. Definition of terms)
   Exegesis and Authority and Obedience

B. Biblical Context: Wider Context-Book
   Assignments for next session:
   1. Read: “Why Do We Need to Be Submissive to Biblical Authority?” in
      Spencer, How to Write, 1-9, and Roy Zuck, ch. 1, 13-29, “What & Why of
      Bible Interpretation” in Rightly Divided.
   2. Complete assignment #1 by next class. Read Spencer, How to Write, 10-31
      and Philemon.
   3. Read Klein, Blomberg, Hubbard, Introduction, 213-240, ch. 7, "General
      Rules of Hermeneutics - literary context, historical-cultural background."
   4. For class exercise, become familiar with Greek vocabulary of Rom 5:3-6.
   6. Choose a text to study in Romans. See sample student exegesis paper(s).

**Week 2 (Sept. 18, 20)**

9/18-no classes: day of prayer. Class meets Thursday at 9:30 a.m.-12:15

A. Basic Theory of Course
   Priority of Context
   General Overview of Exegesis

B. Immediate Context
   Define text and choose the immediate context
   Introductory questions
   Assignments:
   1. Complete assignment #2 by next class. Read Spencer, How to Write, for
      an overview 32-77, 85-87.
   2. Finalize your text. Begin to translate the paragraph and parse every word
      in text.
      Translations.”
   5. Skim Read B. Metzger & Ehrman, Text of the New Testament, Part One,
      3-134, 300-306. Bring Greek New Testament and Metzger’s The Text of
      the New Testament to class.
Week 3 (Sept. 25, 27)
Discover the True Text
Assignments:
1. Complete a textual study of one variation – unit in your text using, if necessary, Nestle-Aland text by next class. Hand in “worksheet” and “date and text type” sheets. See Spencer, How to Write, 56-57, 88-92, 132.
3. After assignment #1 and 2 are completed and handed to the teacher, Spencer’s Paul’s Literary Style ch. 3 may be read for comparative purposes (UPA 51-54, 57-65, 71-74, 77-84 Romans only) (ETS 71-72, 75-77, 82-97, 108-115, 120-132).

Week 4 (Oct 2, 4)
Seek Satisfactory Translation
Understand the Meaning of Your Text by a Grammatical Analysis: The Structure of Sentences and Paragraphs
Assignments:
1. Study the grammar of your text by next class (#4). Complete clause embedding, sentence flow with translation and grammatical chart. See Spencer, How to Write, 57-64, 72, 93-109.
2. Read Milton Terry, in Rightly Divided, ch. 10, 133-142, “Use of Words in Various Contexts.” For a sample structural study of 1 Tim 2, see ch. 3 in Beyond the Curse, 72-74.

Week 5 (Oct. 8-12) Reading Week

Week 6 (Oct. 16, 18)
Understand the Meaning of Your Text by a Semantic Analysis: The Meaning of Words and Phrases
Assignments:
1. Study one important word or phrase in your text by next class (#5). See Spencer, How to Write, 58-64, 110-117, 132.
3. For a sample word study see “silence” in ch. 3 in Beyond the Curse, 74-82.
Week 7 (Oct. 23, 25)
Understand the Meaning of Your Text by a Stylistic Analysis: Deciphering Figures of Speech, Word Order.
Assignments:
1. Complete a stylistic study of your text by next class (#6). Find figures of speech and indicate the effect of each one. See Spencer, How to Write, 60-63, 118-121.
3. For a sample style study see Spencer, 2 Corinthians, 80-81.
   Optional reading Mickelsen chs. 8-16, 178-337. Library tour can be before next class.
4. Complete exegesis paper (#8). Assignments 1 and 2 may be redone if second draft completed before Reading Week. Hand in both drafts.

Week 8 (Oct 30, Nov. 1)
Extra Biblical Context: Jewish Historical-Cultural Context
Thursday 9:30 presentation of electronic resources
Assignments:
1. Study enlightening cultural practices by next class (#7). In @ 2 pages cite from both “biblical” and “non-biblical” references. Underline or cite in parenthesis parallel word or idea. Whenever possible indicate briefly significance of Jewish reference (Graeco-Roman reference is optional). Conclude with a paragraph summarizing the significance of citations for text. See Spencer, How to Write, 65-66, 122-124, 130, 132. Sample use of Jewish cultural background may be found in ch. 2 of Beyond the Curse, 46-60 or see “silence.” Attend background library tour.
2. For a sample use of historical context & Graeco-Roman background see Spencer, 2 Corinthians, 56-57.

Week 9 (Nov. 6, 8)
A. Graeco-Roman Historical-Cultural Context
   Foreground
B. Integrating the parts of the exegesis paper.
Assignments:
1. See Spencer, How to Write, 68, 76-77, 86, 125-126, 133.

Week 10 (Nov. 12-16) Reading Week

Week 11 (Nov. 20, 22)
A. Make the Application to Life.
B. Thanksgiving-no class.

Week 12 (Nov. 27, 29)
A. Use Secondary Tools in Exegesis.
B. Secondary Tools, electronic resources (class meets 9:30 a.m. today or next class)

Assignments:
2. Read Klein, Blomberg, Hubbard, Introduction, 135-168, ch. 5, "Interpreter."

Week 13 (Dec. 4, 6)
A. Genre (See How to Write, 131)
B. Translations
   Complete self and class evaluations.

Week 14 (Dec 11, 13)
Review through individualized instruction (or back up class in case of cancellation)
Bibliography
The following texts are necessary to complete at least one assignment (*) or they may be helpful as reference books. Starred books are highly recommended for purchase.


_____. A Textual Commentary on the Greek New Testament. 2d ed. New York: United Bible Societies, 2002. (Bible Works) Ref. BS2315.M49 (0-310-40220-4) The reasons that led the UBS Committee to adopt or reject certain variant readings.

*A Greek concordance such as:


A Greek-English Lexicon


*An intermediate or advanced Greek grammar is needed:


A good Gospel parallel is helpful:


An extensive contemporary introduction to the N.T. is necessary for one class:


A Bibliographic guide is helpful:
Other helpful books on exegesis:


John W. Haley. *An Examination of the Alleged Discrepancies of the Bible*. Grand Rapids: Baker, 1874. BS480 .H3 a classic


**Other Helpful Books:**


**Exegetical Commentary Series**

The International Critical Commentary (I.C.C.) (older version) in the NT is generally neo-orthodox. Cranfield on Romans is exceptional. OT is very higher critical. BS2665.

The New International Commentary of the New Testament (N.I.C.) was meant to supplement the I.C.C. at the points where conservative scholars disagree e.g. number of letters in II Cor. Easy for English readers. (CUME N.T.)

The New International Greek Testament Commentary (N.I.G.T.C.) is in the process of being produced. Unlike the N.I.C., written for the Greek reader. Excellent series but employs more higher criticism than N.I.C. (CUME N.T.)

**Sample Exegesis Studies by professor:** (Some student papers are also on reserve.)


_______. "God's Order Is Love" (1 Cor. 11:1-6). *Brethren in Christ History and Life.* (April, 1990).

_______. "From Poet to Judge: What Does Ephesians 5 Teach about Male-Female Roles?" *Priscilla Papers* (Fall, 1990).


Libros en español

(* necesario para NT502)


* Petter, Hugo M. Concordancia greco-española del Nuevo Testamento. (Liberia de Habla Hispana) 800-883-2126


ABS
NT502syllabus 4/12