Course Description

This course is an exegetical study of the Greek text of the Gospel of Matthew with special attention to its overall narrative structure, language, and theology. A typical session will include lecture, translation, and student-led discussions. Some attention will be given to Matthew’s relationship with the other Gospels, but the primary focus of this course will be what the Evangelist was inspired to write. Each student will be expected to employ all the exegetical tools at their disposal to better interpret the original intent of the Gospel. Finally, significant portions of each class will be devoted to discussing what our exegesis means for the church, for discipleship, for obedience of faith, for ministering etc. In other words the exegesis of Matthew (or any Biblical text) is never the end in itself, but is the essential preparatory step necessary for proclaiming the truth revealed in God’s Word.

Objectives

At the end of the course, students should be able to:
1. Articulate the contemporary issues surrounding the interpretation of Matthew, especially the views of Turner, Osborne, and Pennington. (Art 1-2 of GCTS Mission)
3. Translate into accurate and idiomatic English any portion of Matthew. (Art 1-2)
4. Deeply examine and consider a particular passage, utilizing all the appropriate exegetical methods. (Art 1-2 of GCTS Mission)
5. Articulate personal conclusions based on sound exegesis regarding the overarching message and purpose of the Gospel whole as well as individual sections. (Art 1-3)
6. Consider the importance of this Gospel to one’s faith and understanding of who Christ is. (Art 3-6 of GCTS Mission)
7. Consider how the Gospel of Matthew informs our understanding of salvation, the church, our ministry, discipleship, etc. (Art 3-6 of GCTS Mission)

Texts

REQUIRED


Note: Make sure it is the paperback from Baker and not the hardback (which is much more expensive).


*Other readings may be assigned*

**RECOMMENDED**


**Requirements**

1. A *Greek Competency Quiz* is required of every Greek exegesis class. The quiz is prepared by the director of the GCTS Greek language program and may include translation, identification of syntactical functions, and other grammatical matters. This quiz will not count towards your final grade, but **ONLY THOSE WHO RECEIVE A PASSING GRADE WILL BE ALLOWED TO CONTINUE IN THE COURSE.**

2. You will be expected to be prepared each day to translate and discuss the Greek text assigned for that day. *A Grammatical Analysis of the Greek New Testament* by Max Zerwick and Mary Grosvenor (Rome: Pontificio Istituto Biblico, 1993) is a useful resource. Everyone is expected to contribute, and to contribute cordially.

3. Attendance at every class is expected. Failure to attend class will impact your class participation grade. (Besides, who wants to miss class? How often will you get a chance to meet weekly with your peers and drink deeply from the Gospel of Matthew.)
4. You are to read the relevant sections in Osborne and Turner, as well as any other assigned readings prior to class.

5. You are to write an **Exegesis Paper** of 3000-4000 words (strictly enforced) in which you systematically analyze a complete passage of the Greek text in the Gospel of Matthew. Dr. Ciampa provides some excellent guidance regarding writing sound exegesis papers at [http://www.viceregency.com](http://www.viceregency.com).

a. This paper should employ all relevant exegetical methods developed in “Interpreting the New Testament” (original text, section boundaries, historical background, literary background, grammar, syntax, semantic/discourse analysis, narrative criticism, etc.). Part of your evaluation not only will be how you employed your method, but which methods you chose to use. Please note – not every method will provide the same level of insight to every passage, and some may be hardly useful to a particular passage.

i. N.B. Only discuss author, audience, synoptic relationships, and textual critical matters if they are relevant to your argument (and each of these may be critically important).

b. This paper should reflect knowledge of the scholarly secondary literature (commentaries, peer-reviewed articles and chapters, etc.), but the weight of your paper should be directed towards your findings and not simply a restatement of the conclusions of others. Be sure to read your sources carefully and cite his/her opinion, not simply an opinion they are discussing. This is especially true for commentaries where multiple opinions are discussed. Try to cite the best representatives of certain arguments. (For example, if Harry, Hermione, and Ron all cite Severus regarding a certain view – then it makes the most sense for you to follow suit and use Severus as the best representative for that point.)

i. **NOTE: DO NOT PLAGARIZE! ALL ACTS OF PLAGARISM WILL BE FULLY PURSUED IN ACCORDANCE WITH GCTS POLICIES. NO EXCUSES.**

ii. Limit your use of direct quotations. A good rule of thumb regarding quotations – only use them if the author said something much better, and more completely, then anyone else (including yourself).

c. You are to follow SBL format. (Format is taken very seriously – attention to form often indicates that the paper was taken seriously. A poorly written and poorly formatted paper will substantively harm a good idea.) Also – since you will give the full bibliographic information the first time you cite a text in the footnotes, you do not need to provide a bibliography.

d. The paper is to be double-spaced, 12-pt font, with 1 in. margins.

e. Your paper is to divided into the following elements:

i. **Translation:** This should be in accurate and idiomatic English. It should be a “functional/dynamic equivalent” translation (in other words, not a paraphrase or something overly formal). Consider it to be a translation that would be useful for teaching and preaching in a church setting with newcomers, new believers, visitors, and old salts of the faith. It should reflect and anticipate the various exegetical decisions you made on your passage. (NOT PART OF WORD COUNT)
ii. **Commentary:** This section should include the following:
   1. **Introduction.** No more than one page introducing the passage, the relationship of the passage to the broader context, and the major issues to be discussed.
      a. **Body.** Use a verse-by-verse approach (some flexibility if the versification overly disrupts your argument). Here is where you will exhibit your exegesis, interact with representative secondary sources, etc.
   2. **Summary.** No more than one or two paragraphs summarizing the argument of the passage.

iii. **Theological Reflection.** No more than one page identifying the main theological point and the relevance of the passage to the life of the believer and the practice of the church. This section ideally would be the beginnings of a message you would deliver on this text (which is why we do exegesis!). This is not a summary. I take this section very seriously.

iv. **Appendix.** Include here any relevant diagrams. These can take different forms (Semantic Structure/Discourse, Sentence Flow, Grammar, Text Critical, etc.,) but they should naturally coincide with the exegetical and translational decisions. (NOT PART OF WORD COUNT)
   1. This is not the place to give me an extended discussion on some matter that you wanted to say, but couldn’t make it fit in the commentary.

f. **The paper due dates are as follows:**
   i. **Exegesis papers written from Matt 1-7 are due Oct 27.**
   ii. **All other papers are essentially due two class periods after the discussion of the relevant sections (or the last day of class – whichever comes sooner).** See “Course Schedule” for specific due dates.
      1. Structuring the due dates this way should allow for a rich discussion of texts in class.
   iii. You are to tell the Instructor the chapter from which you will be exegeting by the third class meeting. Once notified, the student is committed. If a student does not choose a chapter, one will be assigned to him/her.

h. **ALTERNATIVE PAPER:** Any student who has earned an A- in two previous NT Exegesis courses and desires to write a different type of exegetical paper (i.e., one that is not “commentary style,” such as a journal article) may do so. The grades will have to be confirmed. Students desiring to do this must meet with the instructor prior to the third class meeting for more details, including due dates, etc.. Once this option is chosen, the student will not have the option of “changing his/her mind.”

**LATE PAPERS WILL RECEIVE A ZERO. ANY STUDENT WHO DOES NOT SUBMIT AN EXEGESIS PAPER WILL FAIL THE COURSE.**
6. You are to complete an Exegetical Notebook on the following chapters: 1:18-7, 13, 24, 26-28. The notebook is to take the following format and include the following elements:
   a. It is to be done on a computer (mostly because it makes it easier for you to add and amend the material in the future.)
      i. N.B. Each verse will not have the same amount of material, but each verse discussion should demonstrate that careful attention was given.
   b. Greek Text: List each verse in the original Greek (copy it from a program like Bibleworks, Accordance, etc.). You can also download Greek and Hebrew fonts. See the Instructor if you have any questions.
   c. Translations: Cut and paste two or three representative translations. You are encouraged to use the same translations throughout your notebook. Use from a spectrum of formal and functional/dynamic equivalent. Good options include (but are not limited to) NLT, TNIV, ESV, NRSV, NIV, NRSV...
   d. Grammatical/Syntactical Comments:
      i. Parse difficult words, and explain forms that seem unusual or warrant explanation.
      ii. Identify and Evaluate the following: prepositional relationships that offer differing meanings (type of dative, genitive, etc.); participial functions (See Daniel Wallace, Greek Grammar Beyond the Basics); transitional markers (conjunctions, etc.), and other relevant grammatical/syntactical observations.
   e. Comment on substantial lexical data: Certain terms may require brief comment regarding meaning.
      i. Offer your conclusions regarding the best sense of the term and the most likely sources for understanding of the term.
      ii. (N.B. You do not need to do an exhaustive study, rather identify a few passages (in the Gospel, in the NT, in the LXX, and broader [if necessary]) that you feel best explain the author’s use of the term.)
   f. Devotional Reflection: Comment, when appropriate, on the significance of your study for your own Christian life. Your exegesis should serve as a vehicle for spiritual reflection.
   g. The Exegetical Notebook is due on the last day of class ~ Dec 15
      i. Late Notebooks will result in a zero. Any student who does not submit a Notebook will fail the course.

BREIF NOTE: Remember, this notebook should serve as a great resource when you need to write, teach, or preach on the Gospel of Matthew. This “Notebook” is intended to be a useful tool for you in the coming years of your ministry.

7. You are to write a Book Review of Pennington’s Heaven and Earth in the Gospel of Matthew. The review should be:
   a. Between 1000-1500 words (strictly enforced).
   b. Put the full bibliographic citation at the top.
c. The review is a critical exposition of the text. The reviewer should tell the reader what the book says including: main argument of the book, main contribution to the field, scope of the work, author’s method and approach, weaknesses, strengths, implications, etc.

d. The review should enable a reader to decide whether or not to read the book.

e. Feel free to read critical reviews of other biblical studies books to get a better sense of form and function, but under no circumstances are you to consult other reviews (of any sort) of Pennington’s book.

f. **The Book Review is due on Nov 17 (at start of class).**
   i. Late Reviews will receive a automatic two-grade deduction

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**Grade Components**

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Greek Competency Quiz</td>
<td>0%</td>
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<tr>
<td>Exegesis Paper</td>
<td>30%</td>
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<tr>
<td>Exegetical Notebook</td>
<td>40%</td>
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<tr>
<td>Book Review</td>
<td>10%</td>
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<tr>
<td>Class Participation</td>
<td>20%</td>
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**Final semester letter grades will be assigned as follows:**

- A 93% and up
- A- 90
- B+ 86.6%
- B 83.3%
- B- 80
- C+ 76.6%
- C 73.3%
- C- 70
- D+ 66.6%
- D 63.3%
- D- 60
- F below 60

**A Brief Word Regarding Translations for Class**

The purpose of this course is not simply to teach Greek grammar but to interpret the New Testament from the Greek text. It is assumed that each student prior to class session will have translated the assigned text. Students will be called upon each class to translate and field questions regarding the assigned text. When we are discussing translations in class – it is to be done with a “hard copy” of the Greek New Testament – not an electronic copy. NO EXCEPTIONS. Failure to translate the assigned text (or at least to make a serious attempt) before class renders you ill prepared to sufficiently contribute. On those occasions where “life happens” and you must choose between doing the assigned reading or doing your translation work, the latter should always take precedence (with the assumption you will “catch up” on your reading at the first possibility).

In the event that you are unable to translate all of the assigned text for the day, you are to notify the instructor before class of how much you did translate. If you fail to show up for
class, it will be assumed that you did zero translation for that day. (If you did do some translation in preparation but were unable to make the class – please email me how much of the text you did translate). Naturally a failure to translate will impact your participation evaluation.

The reward of continually translating occurs in the effort. Therefore do not feel the necessity for a perfectly dynamic translation. This is part of what the class discussion is to accomplish. Also resist the temptation to do your translating work with contemporary Bible or computer software on hand. What good does it do to show that you can “copy well” or move your computer mouse? I encourage you use a lexicon and grammar and find your own translating mind.

A Brief Note on Intellectual Property Rights

No audio or video recordings are allowed. Furthermore no publication (audio, video, written) or live transmission of classroom proceedings will be permitted. Any requests for such privileges must be made in writing and must receive written approval from the instructor.

A Brief Note Regarding Internet Usage

Please do not access the internet (email, apps, websites, etc.) during class. This can be extremely distracting to all parties – and quite frankly it is unbecoming to do so. Exceptions may be made on occasion.

A Final Note

It is my prayer that through this study of Matthew the Holy Spirit will guide your mind and illumine your heart, that your love will abound more and more in knowledge and deep insight, so that you may be able discern the more excellent matter and may be pure and blameless for the day of Christ (Phil 1:9-11). Let us come together in full humility, full of joy, crying out in prayer that our Sovereign Almighty might be pleased to reveal Himself to us in the study of His Holy Word.

Course Schedule (subject to instructor’s revision at any time)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Notes (to be done prior to class)</th>
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</thead>
<tbody>
<tr>
<td>Sept 15</td>
<td>Course overview, Greek Proficiency Quiz, Introduction of Matthew (authorship, audience, etc.), Matt 1:1-18a</td>
<td>Read entire Gospel of Matthew in English. Prepare for Greek Quiz – <a href="http://www.analytikon.org">www.analytikon.org</a> is a good review.</td>
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<tr>
<td>Sept 22</td>
<td>Matt 1:18-2:23</td>
<td>GNT, Commentaries, begin reading Heaven, “Balaam-Laban as the Key to the Old Testament Quotations in Matthew 2” and</td>
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<tr>
<td>Date</td>
<td>Reading Assignment</td>
<td>Comments</td>
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<td>Sept 29</td>
<td>Matt 3:1-4:11, 5:1-12</td>
<td>“The Virgin will Conceive” in <em>BTR</em></td>
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<td>GNT, Commentaries, “The Rock on Which to Build” in <em>BTR</em> ~ <strong>Exegesis chapter selection due</strong></td>
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<tr>
<td>Oct 6</td>
<td>Matt 5:17-7:28</td>
<td>GNT, Commentaries, “Holiness and Ecclesiology: The Church in Matthew” and “Not the Law but the Messiah” in <em>BTR</em></td>
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<td>Oct 13</td>
<td><strong>READING WEEK</strong></td>
<td>Begin/continue reading <em>Heaven</em>, work on exegesis papers</td>
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<tr>
<td>Oct 20</td>
<td>Finish discussing Matt 5-7, review Matt 1-7.</td>
<td>GNT, Commentaries, “Ἀπὸ . . . ἕως and Salvation History in Matthew’s Gospel”</td>
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<td>Nov 3</td>
<td>Matt 13, 15:1-16</td>
<td>GNT, Commentaries,</td>
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<tr>
<td>Nov 10</td>
<td><strong>READING WEEK</strong></td>
<td>Finish <em>Heaven</em>, write Book Review.</td>
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<tr>
<td>Nov 17</td>
<td>Matt 16, 18:21-35, 19:1-12</td>
<td>GNT, Commentaries, ~ <strong>Book Review Due, Matt 8-10 Exegesis Papers Due</strong></td>
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<tr>
<td>Nov 24</td>
<td><strong>THANKSGIVING</strong></td>
<td>Enjoy the break, come back fat and happy.</td>
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<tr>
<td>Dec 1</td>
<td>Matt 23-25</td>
<td>GNT, Commentaries, “Matthew and Jerusalem” and “Matthews Theology of the Temple” in <em>BTR</em> ~ <strong>Matt 11-19 Exegesis Papers Due</strong></td>
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<tr>
<td>Dec 8</td>
<td>Matt 26-28</td>
<td>GNT, Commentaries ~ <strong>Matt 20-28 Exegesis Papers Due</strong></td>
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<tr>
<td>Dec 15</td>
<td>Matthew, theologically speaking</td>
<td>Readings TBD ~ will post on CAMS; <strong>EXEGETICAL NOTEBOOK DUE</strong></td>
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