I. Course Description

Students who have completed at least one term of Greek are introduced to the tools and methods of exegesis. Attention is given to the history of the New Testament text (textual criticism), the bibliographic tools for exegesis and the method and procedures of interpretation. Students prepare exegesis papers on the basis of the Greek text. Students who have not had Greek may take this course only with the permission of the professor. M.Div. students must complete GL 502 before or during this course.

II. Course Relationship to the Curriculum

NT 502 is a required course for M. Div. students as well as students who are pursuing an M.A. in New Testament. This class assumes at least one term of Basic Greek but may be taken in conjunction with Basic Greek II. It further serves as a prerequisite for Greek exegesis classes.

III. Course Objectives (Note: The following course objectives all relate directly to both the first and second articles of the GCTS mission statement and thereby indirectly support the remaining articles of that statement.)

When the student has completed this course he/she will have:

1. Recognized the value of exegesis for discerning the meaning of biblical texts.
2. Demonstrated an understanding of the basic tools and methods of biblical exegesis.
3. Demonstrated an ability to exegete and apply a New Testament text.
4. Specifically, during the course the student will demonstrate:
   a. An understanding of the textual criticism and an ability to analyze textual-critical problems.
   b. An understanding of the issues involved in the study of words and concepts in the Greek New Testament and an ability carry out such studies.
   c. An ability to carry out a study of background issues related to New Testament texts.
   d. An ability to carry out a grammatical analysis of New Testament texts.
   e. An ability to analyze the semantic structure of a New Testament text.
   f. An ability to analyze and evaluate arguments in favor of opposing exegetical positions.
   g. An ability to synthesize the results of an exegetical study and present a coherent interpretation of a text which highlights those observations and exegetical decisions/insights which are most important for coming to a proper understanding and application of the text.
IV. Course Texts

A. Required texts:
(Note further required readings are indicated in the course outline)

B. Recommended Texts:
Roy Ciampa, *Reference Charts for NT Textual Criticism*. Photocopies/Blackboard/CD

V. Course Requirements and Grading
Student evaluation will be based on the completion of the following course elements:

1. An analysis of a text-critical problem (10%)
2. A background study (10%).
3. A grammatical diagram of a New Testament text (10%).
4. A diagram of the semantic structure of a New Testament text (10%).
5. An 8-10 page exegesis paper (60%).

VI. Academic Policies

Due dates
Due dates for most assignments are indicated in the Course Outline. Late work will not normally be accepted. In unusual circumstances (e.g., grave sickness) the professor may elect to accept late work. Such work will be penalized according to the discretion of the professor in the light of the particular situation. The final paper is due by the seminary deadline for the submission of written work. Only the registration office can give an extension beyond that date.
Intellectual property rights
To protect the professor’s intellectual property rights with regard to classroom content, students are asked to refrain from audio and video recording of classes, as well as audio, video, and written publication (including internet posting and broadcasting) or live transmission of classroom proceedings. In cases where explicit special permission is granted to record a session such permission is extended on a temporary use only: Any recording made is for the private use of the student only and is to be deleted/erased within two weeks of the recording.

Internet usage
Students are asked to refrain from accessing the internet at any point during class sessions, unless otherwise instructed by the professor. “Surfing the web,” checking email, and other internet-based activities are distracting to other students and to the professor, and prevent the student from fully participating in the class session.

Inductive Study
The final paper must demonstrate the use of the tools/steps/methods taught in this course. A paper that primarily reflects a selection of insights from commentaries or other secondary sources will not be acceptable.

Plagiarism
All use of sources must be properly indicated. Read the document on plagiarism carefully and remember that use of authors’ words is indicated with quotation marks and a footnote and use of their ideas, but not their words, is indicated with a footnote.

VII. Course Outline (Proposed Schedule – Subject to change at professor’s discretion)

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon. Sept. 8</td>
<td>No class – we will begin on the second week. Please use this week to get ahead on the required reading.</td>
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</tr>
<tr>
<td>2</td>
<td>Mon. Sept. 15</td>
<td>Introduction to the course and overview of biblical exegesis</td>
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<tr>
<td>3</td>
<td>Mon. Sept. 15</td>
<td>Coherence and Boundaries</td>
<td>Fee, 1-40 (read ahead for next class)</td>
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<tr>
<td>5</td>
<td>Mon. Sept. 22</td>
<td>Text Criticism</td>
<td>Submit assignment #1 (week after TC discussion concluded)</td>
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<td>Fee, 79-95; Osborne, ch. 3</td>
</tr>
<tr>
<td>6</td>
<td>Mon. Sept. 29</td>
<td>Lexical Analysis</td>
<td>Osborne, ch. 5</td>
</tr>
<tr>
<td>7</td>
<td>Mon. Oct. 6</td>
<td>Translating the Greek text</td>
<td>Ferguson, Backgrounds of Early Christianity, 1-</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<td>Oct. 13-17 Reading Week</td>
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<tr>
<td>13</td>
<td>Mon. Nov. 3</td>
<td>Grammatical Analysis, continued</td>
<td>Osborne, chs. 15-16; Ciampa, “The History of Redemption”</td>
</tr>
<tr>
<td>16</td>
<td>Mon. Nov. 17</td>
<td>Semantic Structure Analysis</td>
<td>Context- Role in Discourse Osborne, chs. 1, 11, 13</td>
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<tr>
<td>18</td>
<td>Mon. Nov. 24</td>
<td>Author’s Purpose</td>
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<tr>
<td>20</td>
<td>Mon. Dec. 1</td>
<td>Continuation and course evaluation</td>
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<tr>
<td>Dec 16</td>
<td>Last day to submit written work (December 5 for graduating students)</td>
<td>Submit Exegesis paper</td>
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</tbody>
</table>

Note: Before the first class on Textual Criticism the student should:

1. Read Fee, 59-70, the introduction to NA$^{27}$; and Aland and Aland, The Text of the New Testament (complete).

2. Familiarize him/herself with the professor’s Reference Charts.

3. Study the critical apparatus of the 27th edition of the Nestle-Aland text for 1 John 1:5-7 until you have understood every item it contains (the introduction to that text will be of most help).

Overview of Assignments:

Assignment #1 – Textual Criticism – Fellowship with “one another” or with “him”?  
Based on the readings, and utilizing the charts and questions provided in the Reference Charts, analyze the question of the second variation unit found for 1 John 1:7 in the 27th edition of the Nestle-Aland text of the New Testament. There is an example of such an assignment in the Interp handouts. For help see:

Assignment #2 – Jewish Backgrounds – Following the orientation given in class, 1) study and summarize the differing positions on a Jewish husband’s legal grounds for divorce as understood by Philo, Josephus, Shamai and Hillel, citing the most helpful texts for establishing the view of each one, and indicate what OT text(s), if any, each one seems to use as the basis for their view. This should not be any more than two pages long.

1. Search phe and joe in BibleWorks for >.divorc*< and study the texts of Philo and Josephus that are discovered.
2. Then read the Mishnah tractate Gittin (I recommend Danby’s translation but Neusner’s may also be used) to discover the views of Hillel and Shamai.
3. Remember, you are only to report on the grounds for divorce, not the ins and outs of the acceptable and unacceptable procedures used to secure a divorce (e.g., do not focus on who can write the bill of divorce or how it has to be delivered, etc.).
4. List all the .divorc* texts of Philo and Josephus but only comment on the ones that shed light on the question of their view of proper grounds and any scriptural basis for their view. Cite the most important text(s) in m. Gittin for the views of Hillel and Shamai and any scriptural text they may have used for their basis.
Assignment #3 – Sentence Diagram: Following the orientation given in class (and the course handouts) prepare a sentence diagram of the Greek text of 1 John 1:5-7. You are forbidden to consult anyone else’s diagram of the passage. You are also forbidden to consult any sentence diagrams in BibleWorks.

Assignment #4 – Semantic Structure Analysis –Following the orientation given in class and in the readings (and the examples provided by the professor), prepare a semantic structure analysis of 1 John 1:5-7 (you are forbidden to consult anyone else’s SSA of the passage).

Final Paper: Before the end of the last day for submitting written work the student should submit a 9-10 page exegesis paper on a passage of the student’s choice (to be approved by the professor).

In that paper the student should reflect the following steps with steps 1-5 carried out in an introductory section of the paper, steps 6-10 in the main body of the paper in commentary style (along the lines of Harpers [or Black’s] NT Commentary Series [see the posted sample exegesis papers]), and steps 11-12 left for a concluding section of the paper.

1. Briefly explain the introductory issues (especially the occasion) of the book in which your passage is found.
2. Establish the coherence and boundaries of the passage.
3. Explain the role of your passage within the framework of the argument of the book and/or section in which it is found.
4. Establish the original text. (This is to be done early on but the discussion of textual issues should be reserved for footnotes to the text within the commentary section of the paper, along with steps 6-10. Especially important textual issues may merit some discussion in the body of the paper.) (1-3 charts should be supplied in an appendix.)
5. Prepare a translation of the text that reflects the results of the exegesis.
6. Discuss complex, unusual or particularly important features of the grammar of the passage (any diagrams should be attached as appendices).
7. Explain important aspects of the historical and literary context.
8. Explain important or unusual words and concepts including scriptural and/or cultural backgrounds that inform them.
9. Explain the Semantic Structure of the passage (with a chart or diagram as an appendix).
10. Discuss rhetorical features of the passage.
11. Propose and defend your understanding of the author’s exegetical idea and purpose.
12. Discuss the relevance of the text in its original context and its relevance/application to the context(s) of (post? -) modern readers.

The exegesis paper should also:
1. Include a bibliography (in alphabetical order) of at least 15 works cited in the footnotes, including advanced grammars, theological dictionaries, scholarly commentaries, articles from theological journals, and scholarly monographs. [Note: dictionary articles should be listed under the name of the author of the article, not under the name of the editor of the dictionary.]
2. Be typed, double-spaced (except extended quotes and footnotes), in Times New Roman font size 12, with pagination, one-inch margins, footnotes, bibliography and proper recognition given to all sources of words or ideas found in the body of the paper. **Read the material on plagiarism that is attached to the end of this syllabus.**


Please include the following page as the last (uncounted) page of your exegesis paper.
## Exegesis Paper Evaluation

<table>
<thead>
<tr>
<th>Topic</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Are there spelling or grammatical problems?</td>
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<tr>
<td>Is the writing consistently clear and coherent?</td>
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<tr>
<td>Is the paper paginated?</td>
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<tr>
<td>Is the paper too long or short (correct margins/fonts)?</td>
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<tr>
<td>Are the bibliography and footnotes formatted according to the SBL Style Handbook?</td>
<td></td>
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<tr>
<td>Is the Bibliography in proper alphabetical order?</td>
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<tr>
<td>Does the paper show familiarity with both primary and secondary sources (including advanced grammars [Wallace/Blass-Debrunner] and lexicons [BDAG/EDNT], periodical literature, monographs, theological dictionaries, and critical commentaries on the original texts)?</td>
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<tr>
<td>Does the discussion of boundaries and coherence mention specific linguistic evidence in favor of the proposed text division?</td>
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<tr>
<td>Do text-critical discussions provide brief but sufficient detail (including primary support for each variant, preferably in footnotes, and not merely refer the reader to appendices)?</td>
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<tr>
<td>Is the translation overly free or overly wooden? Does it have unnecessary parentheses or brackets?</td>
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<tr>
<td>Do grammatical discussions show linguistic care and sophistication (&amp; cite advanced grammars)?</td>
<td></td>
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<tr>
<td>Do word studies reflect knowledge of primary and secondary texts, show lexicographical care and avoid word-study fallacies?</td>
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<tr>
<td>Are background and theological issues sufficiently investigated?</td>
<td></td>
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<tr>
<td>Is the structure of the passage made clear?</td>
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<tr>
<td>Is there a clear conclusion discussing the Idea (with explicit identification of the subject &amp; complement)? Is the idea formed by the most direct and simplest joining of the subject and complement? Is there discussion of the author’s purpose (“so that his readers would…”) as well as the Relevance-Application of the text?</td>
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<tr>
<td>Other comments: Note: check marks (✔) in the margins indicate parts I particularly appreciated. If you desire more feedback on your paper than I have already provided please bring it back to me and I will look at it again and comment further.</td>
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</tbody>
</table>

### This paper is marked by:

- Superb research/exegesis and extraordinary insight
- Solid research and credible conclusions
- Adequate/basic level research/exegesis
- Insufficient research, analysis or proofreading
- Occasional or frequent logical errors or exegetical fallacies
<table>
<thead>
<tr>
<th>Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Are there spelling or grammatical problems?</td>
<td>Be sure to proof-read your paper!</td>
</tr>
<tr>
<td>Is the writing consistently clear and coherent?</td>
<td>If you need editorial help, get it.</td>
</tr>
<tr>
<td>Is the paper paginated?</td>
<td>It should be!</td>
</tr>
<tr>
<td>Is the paper too long or short (correct margins/fonts)?</td>
<td>Do not change margins from 1 inch or use other than size 12 font (Times New Roman or equiv). Footnotes should be single-spaced with size 10 font (adjust Greek and Hebrew to be equivalent).</td>
</tr>
<tr>
<td>Does it follow the SBL Style Handbook?</td>
<td>Check out style for footnotes, bibliographies, etc.</td>
</tr>
<tr>
<td>Are references to dictionary and journal articles properly formatted?</td>
<td>Titles of articles in journals are put between quotation marks, journal titles or abbreviations of same are italicized. Dictionary articles should cite author of the article and give the article title in quotes.</td>
</tr>
<tr>
<td>Is the Bibliography in proper alphabetical order? By last name. See SBL handbook.</td>
<td>This is where you show the level of research you carried out. Ask the library staff for help in finding articles or monographs on your text/subject. When using commentaries, focus on those that discuss features of the original text (critical commentaries).</td>
</tr>
<tr>
<td>Other technical issues: <strong>Do not use authors’ words without quotation marks!</strong></td>
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<tr>
<td>Is the paper securely stapled with this sheet attached at the back and with your name and box number on the cover sheet? Please do not use special covers. They complicate things.</td>
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<tr>
<td>Be careful not to incorporate Greek words or phrases into English sentences improperly. To have a coherent sentence you may need to use infinitive or nominative forms of Greek words rather than those used by the author. For example, a sentence such as “Paul says we should βλέπω how we walk” makes no sense whatsoever!</td>
<td></td>
</tr>
<tr>
<td><strong>Be sure to acknowledge your sources! Always, in every section.</strong></td>
<td></td>
</tr>
<tr>
<td>Does the discussion of boundaries and coherence mention specific linguistic evidence in favor of the proposed text division?</td>
<td>Do list those who divide the text one way or another. Give specific evidence for or against possible divisions.</td>
</tr>
<tr>
<td>Is the translation overly free or overly wooden? Does it have inappropriate parentheses or brackets?</td>
<td>You must decide on the original text and whether to provide objects, etc., or translate “brother or sister.” Do not put things in parentheses unless you think the text makes a parenthetical comment.</td>
</tr>
<tr>
<td>Do grammatical discussions show linguistic and sophistication?</td>
<td>Consult the advanced grammars. Careful about making statements about verbal aspect that are not properly supported.</td>
</tr>
<tr>
<td>Do word studies reflect knowledge of primary and secondary texts, show lexicographical care and avoid word-study fallacies?</td>
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<td>Do text-critical discussions provide brief but sufficient detail (primary support for each variant, perhaps in footnotes)?</td>
<td></td>
</tr>
<tr>
<td>Are background and theological issues sufficiently investigated?</td>
<td>If your text cites the OT be sure to study that text in context and other ancient interpretations of the same.</td>
</tr>
<tr>
<td>Is the structure of the passage made clear?</td>
<td>SSA or a form-critical or narratological analysis, depending on the text and your training.</td>
</tr>
<tr>
<td>Is there a clear conclusion discussing the Idea/Purpose/Relevance-Application of the text?</td>
<td>“The main idea of this text is that ….” “[Paul/Matthew] hoped that after this text was read the hearers would ….” Defend each, and explain why it was relevant then and now.</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

Items marked with an asterisk [*] are of particular importance.

Introduction


Textual Criticism


Lexical Analysis


**Grammar**


**Semantic Structure Analysis**


Historical-Cultural Background


Theology


NT 502: Interpreting the New Testament / 13


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**Biblical Interpretation**


Plagiarism: What It is and How to Recognize and Avoid It

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

These guidelines are taken from the Student Code of Rights, Responsibilities, and Conduct.

To help you recognize what plagiarism looks like and what strategies you can use to avoid it, select one of the following links or scroll down to the appropriate topic.

- How to Recognize Unacceptable and Acceptable Paraphrases
  - An Unacceptable Paraphrase
  - An Acceptable Paraphrase
  - Another Acceptable Paraphrase
- Plagiarism and the World Wide Web
- Strategies for Avoiding Plagiarism
- Terms You Need to Know (or What is Common Knowledge?)

How to Recognize Unacceptable and Acceptable Paraphrases

http://www.indiana.edu/~wts/wts/plagiarism.html
Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

**What makes this passage plagiarism?**

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

**If you do either or both of these things, you are plagiarizing.**

**NOTE:** This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

**Why is this passage acceptable?**

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into
factory workers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade" (Williams 1)

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism even if the writer cites in her own text the source of the phrases or sentences she has quoted.

Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

   Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)
**Common knowledge**: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According the American Family Leave Coalition's new book, Family Issues and Congress, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an interpretation; **consequently, you need to cite your source.**

**Quotation**: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in USA Today, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

**Paraphrase**: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

Produced by Writing Tutorial Services, Indiana University, Bloomington, IN