Gordon Conwell Theological Seminary  
NT993: The Old Testament in the New 
Instructor: Dr. Roy E. Ciampa

Fall, 2015  
September 25; October 10; November 6-7; December 11-12  
Fridays, 6:00pm - 9:30pm and Saturdays, 8:30am to 4:00pm  
Office hours: [http://www.viceregency.com/OfficeHours.htm](http://www.viceregency.com/OfficeHours.htm)  
If the posted hours are not convenient for you please email for an appointment.  
Office: LL 126  
Email: RCiampa@gordonconwell.edu

**COURSE DESCRIPTION**

An integrative course with a focus on the distinctive uses and applications of Old Testament themes and texts in the New Testament. This Th.M.-level course is open to M.Div. and M.A. students willing to do Th.M. level work. Prerequisites include a year of basic Greek and NT502. It is preferable to have taken a year of basic Hebrew and to have completed one or more exegesis courses before taking this course.

**COURSE OBJECTIVES**

Having completed this course:

1. The student will have learned a basic method for the examining the OT citations in the New Testament (Mission statements 1 & 2).
2. The student will understand the key issues in the discussion of the use of the Old Testament in the New (Mission statements 1 & 2).
3. The student will understand a basic hermeneutical framework within which much of the New Testament’s use of the OT may be understood (Mission statements 1 & 2).
4. The student will have gained an appreciation of the variety of ways in which New Testament authors use the Old Testament (Mission statements 1 & 2).
5. The student will have gained a greater sensitivity to the role of Old Testament scripture in the thinking and argumentation of the authors of the New Testament (Mission statements 1 & 2).
6. The student will have gained an overview of the subject area and enjoyed the opportunity to explore a particular area of interest relating to the use of the Old Testament in the New in some depth (Mission statements 1 & 2).

**REQUIRED TEXTS**


Various articles and book chapters listed in the syllabus (to be posted on Sakai).

**RECOMMENDED TEXTS**


**COURSE REQUIREMENTS**

A *Greek Competency Quiz* is required of every Greek exegesis class. *Only those who receive a passing grade on this quiz will be allowed to remain in the class.* The quiz, prepared by the director of the Greek Language Program, will be given on the first day of class based on the basic knowledge of Greek expected of students who have completed the first year program. It is
graded on a pass-fail basis. Those who fail the first attempt will be given another quiz which must be completed before the end of the second week. Only those passing one or the other of the quizzes will be able to continue. This quiz is given on a pass/fail basis with 75% required as a minimum passing grade. Other requirements include:

1. **Class attendance and participation.** Although some lecturing will certainly be done, as much of our time as possible (depending on the class dynamic) will be spent in professor-led discussions of the texts and readings studied in preparation for each class. In any case, each student is expected to contribute to the learning environment through contributions to class discussions (being careful not to monopolize) since we will learn from each other’s questions and observations. Students should be prepared to translate and discuss the textual and hermeneutical issues related to the assigned passages. A subjective grade for class preparation and participation (besides asking questions, which are also welcome) will be assigned for class participation at the end of the semester. Note that absence for more than three hours of the lectures will result in a reduction of 1/3 of a letter grade for each 90 minute unit that is missed. Exceptions will be limited to extreme and unavoidable cases (e.g., medical crisis or death in the immediate family).

2. **Research paper:** Each student will write an original research paper on some aspect of the use of an Old Testament in the New which demonstrates and builds upon a clear understanding of the issues involved, the relevant literature and careful exegesis of Old Testament, Jewish and New Testament texts. Note that this paper must not be done on an OT or NT text that the student has written an exegesis paper on previously. The paper should clearly reflect (in its main text and footnotes) a firm grasp and critical use of periodical literature, monographs and reference works. Normally, this will include all of the following steps: Examination of the OT text in its original context, as well as other ancient interpretations of the same text (especially those that antedate the NT text in question) and the NT author’s use of the text. The paper should normally discuss the issues of the text-form employed by the NT author and the significance, if any, of alterations made by the NT author. The paper should address the question of the level of the NT author’s sensitivity to the contextual meaning of the OT text and the theological warrants for and/or implications of the way the NT author uses the OT text. Any paper that does not demonstrate serious independent engagement with the text (that is, one that merely summarizes information found in secondary sources) will not receive a passing grade. The paper should be between 20 and 25 pages, double-spaced (except for block quotes and footnotes), with one-inch margins and size 12 Times New Roman (or equivalent) font. Tampering with margins or font size to artificially control paper length will be penalized.

**Note:** The research paper should reflect careful study of the passages themselves and engagement with published research on the passages and their issues. The following web pages may be of some use:

- [http://www.viceregency.com/otntbib.htm](http://www.viceregency.com/otntbib.htm)
- [http://www.viceregency.com/otntcanonbib.htm](http://www.viceregency.com/otntcanonbib.htm)
- [http://paulandscripturebibliography.blogspot.com/](http://paulandscripturebibliography.blogspot.com/)
- [http://www.viceregency.com/ScriptureIndices.htm](http://www.viceregency.com/ScriptureIndices.htm)

3. **Text comparisons:** The following list of texts should be read in Greek (and, where possible, Hebrew). The text form of quotations from the OT should be identified in terms of their agreement or lack thereof with the LXX and the MT (or the NASB/ESV in the case of those who have not studied Hebrew). Differences between the NT and LXX text
are to be itemized on the form. Those who have studied Hebrew are encouraged to read
the OT text in Hebrew and compare the MT with the LXX wherever possible. Textual
comparisons using the Text Comparison Sheet are to be completed before the beginning
of the relevant class and they are to be submitted at the end of the semester. A total of 20
text comparison sheets should be submitted on the following texts:

1. Mark 1:2 and Mal 3:1
2. Mark 1:3 and Isa 40:3
3. Matt 19:5 and Gen 2:24
5. 1 Cor 10:7 and Exod 32:6
6. Gal 3:10 and Deut. 27:26
7. Gal 3:11 and Hab 2:4
11. Eph 5:31 and Gen 2:24
12. Heb 1:5 and Ps 2:7
13. Heb 1:5 and 2 Sam 7:14
14. Heb 1:13 and Ps 110:1
15. Heb 2:6-8 and Ps 8:4-6
16. Heb 11:21 and Gen 47:31
18. 1 Pet 2:6 and Isa 28:16
19. 1 Pet 2:7 and Ps 118:22
20. 1 Peter 2:8 and Isa 8:14

4. **Final exam:** The final exam will cover issues raised in the required reading and in the
lectures, including issues in the Greek texts (and possibly translations).

**COURSE EVALUATION**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Research Paper</td>
<td>40 %</td>
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<tr>
<td>Text comparisons:</td>
<td>15 % (total)</td>
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<tr>
<td>Student Prep/Participation</td>
<td>10 %</td>
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<tr>
<td>Final exam:</td>
<td>35 %</td>
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<tr>
<td><strong>Total</strong></td>
<td>100 %</td>
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**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.

**Greek Competency**
As per the seminary catalog’s statement regarding 600-level courses, “Competence in Greek is
required in all aspects of a course for a passing grade.” Also (or, in particular), no passing grade
will be given if fewer than 14 of the text comparison sheets are properly completed or if the final
paper does not clearly demonstrate competency in the use of Greek.
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 NT502 and 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.

COURSE OUTLINE/PROPOSED SCHEDULE (subject to change at professor’s discretion)

Note: The Introduction to each book and the texts listed in bold and italics are to be studied in the Commentary on the New Testament Use of the Old Testament [CNTUOT]. Those texts that are underlined should be read in Greek (and, where possible, in Hebrew).

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings, Assignments</th>
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<tbody>
<tr>
<td>Fri. Sept 25</td>
<td>Introduction to course and subject and proficiency quiz.</td>
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<tr>
<td>Section</td>
<td>Text</td>
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<td>1 Corinthians</td>
<td><em>1 Cor 10:1-14; Exod 32:6; Exod 16:2-3; Num 11:1-4; 21.4-7; 25.1-2, 9; Ps 78:15-31; 1 Cor chs. 5, 8-15.</em> N. T. Wright, “Monotheism, Christology and Ethics: 1 Corinthians 8” in <em>The Climax of the Covenant</em>, pp. 120-36. Recommended: Collier, “That We Might Not Crave Evil”</td>
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<tr>
<td>Date</td>
<td>Books</td>
<td>Remarks</td>
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| Sat. Nov 7 | Galatians      | **Galatians 3:6-14; Gen 15:6; Gen 12:3; 18:18; Deut 27:6; Hab 2:4; Lev 18:5; Deut 21:23.**  
CNTUOT on Galatians; Ciampa, “Abraham and Empire in Galatians”; Preston Sprinkle, “Justification from the Curse of the Law (Galatians 3.10): In Disagreement with Tom Schreiner and N.T. Wright” (paper from 2010 ETS meeting).  
| Romans     |                | **Rom 4:1-8; Gen 15:6; Psa 32:1-2 [31:1-2LXX]; Rom 1:1-5, 16-18; chapters 3-4.**  
| Romans     |                | **Romans 5-7**  
Ciampa, “Genesis 1-3 and Paul's Theology of Adam’s Dominion in Romans 5-6” |
| Romans     |                | **Rom 8; 9-11, 13:8-10; ch. 15** |
| Fri Dec 11 | Ephesians, Philippians | **Eph. 1:3-14; 4:7-11; Psa. 68:18; Eph 5:28-31; Gen 2:24; Lev. 19:18; Phil 2:6-11**  
| Hebrews | Hebrews 1:1-2:10; Ps 2:7; 2 Sam 7:14; Deut 32:43/Ps 97:7; Ps 104:4; Ps 45:6; Ps 102:25-27; Ps 110:1; Ps 8:4-6  
| Longenecker, 140-165 |
| Hebrews | Hebrews 8, 10-11 (Heb 11:21; Gen 47:21)  
| Sat Dec 12 | John | John 1, 3; 12:12-16; Ps 118:25-26; Zech 9:9; John chs. 13-21  
| 1 Peter | 1 Peter 2:6-10; Is 28:16; Ps 118:22; Isa 8:14  
| Longenecker, 166-184 |
| 1-2 Peter, Jude | 1 Peter 3:17-22; 2 Peter 2:1-14; Jude 6  
| Revelation | Longenecker, 185-198; CNTUOT on Revelation  
| Wrap up. | |

### Bibliography (from [http://www.viceregency.com/otntbib.htm](http://www.viceregency.com/otntbib.htm))


**Matthew**


Mark


**Luke**


**John**


**Acts**


**Romans**


**1 Corinthians**


2 Corinthians


Galatians


Ephesians


**Philippians**


**Colossians**


**Pastoral Epistles**


Benjamin Paul Wolfe, “The Place and Use of Scripture in the Pastoral Epistles.” Ph.D. diss., The University of Aberdeen (Scotland), 1990.

**Hebrews**


**1 Peter**


**Revelation**


For further bibliography on Paul’s use of Scripture see the following (click the “List” button on the left): [http://paulandscripture.westmont.edu/wikindx/index.php?action=listDisplay](http://paulandscripture.westmont.edu/wikindx/index.php?action=listDisplay)
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
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?)

http://www.indiana.edu/~wts/wts/plagiarism.html

1/17/2003
**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.

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