

NT 502: Greek Exegesis (4 credit hrs)
ASHLAND THEOLOGICAL SEMINARY - DETROIT
Spring 2008
Wednesday, 6-9pm
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I. Course Description

This course builds on the linguistic and exegetical skills learned in Greek I and II and Foundations of Bible Study. The course will normally be based on a New Testament text that is short enough to be translated in its entirety during a ten-week quarter and is of sufficiently accessible Greek, but also rich in passages that address the matters of core identity in Christ, character, and calling, as well as offer windows into the challenges and stresses of particular pastoral situations (e.g., Philippians, 1 Thessalonians, 2 Timothy, or James). Provision will also be made for training students in and giving appropriate assignments to reinforce devotional reading of the Scriptures in the biblical languages.

Prerequisite: NT 500 and NT 501

The course will focus on the Greek texts of Philippians, Ephesians, and excerpts from the Acts of the Apostles and Eusebius's *Ecclesiastical History*. Students will also learn to use a lexicon, the critical apparatus of the Greek New Testament, and Smyth's Greek Grammar text.

II. Relationship to Curriculum Model

This course seeks to encourage students to approach Greek as part of their *call* journey to Christian ministry. This Course will encourage the development of discipline and/or habits that will contribute to learning Greek at a level that will enable students to use translation skills to enhance their preaching, teaching, and counseling ministries. The practice of translating more difficult nonbiblical texts will increase students' confidence and *competency* for interpreting the biblical texts in preparation for preaching, teaching and/or counseling. This Greek exegesis course also allows for in depth theological reflection on specific biblical texts that speak to our *core identity* in Christ as the one who saves us, calls us, empowers us, and continues to work in us. Such theological reflection can also serve as critique and as a channel for the transformation of our *characters*.

III. Student Learning Outcomes

- 1. Core Identity rooted in Christ, as the source from which life and ministry flow.**
 - A. Students will focus on the theological insights gained from reading the Greek text of Philippians, Ephesians, and excerpts from the Acts of the Apostles and Eusebius's *Ecclesiastical History* and implications for contemporary ministry and ecclesiology.
 - B. Students will understand that translating the Greek New Testament can give different and nuanced theological and historical perspectives that increase our understanding of the Christian life and ministry.
- 2. Character that reflects maturity in Christ.**
 - A. Students will approach Greek as a challenge rather than as an insurmountable burden knowing that all things are possible in partnership with Christ.
- 3. Calling that is foundational for servant leadership in the church, community and world.**

- A. One who is called to minister (*diakoneō*) (as opposed to be slavish [*douleō*] to oppressive systems and ideas) approaches the study of Greek with a “can-do” attitude, with a discipline that says Christ does not call me to mediocrity, open to developing and employing critical thinking skills, and with an understanding of the priority of the call.
 - B. An understanding of the priority of the call to ministry encourages an attitude of service grounded in love that will permeate all of our relationships and endeavors at home, in the classroom, in the church, in community, in the wider world.
- 4. Competence in the disciplines and skills relevant to Christian ministry.**
- A. Articulates, integrates, and applies Scripture, theology, church history, and religious heritage to life and ministry.**
 - a. Students will learn to use a lexicon, the critical apparatus of the Greek New Testament, and Smyth’s Greek Grammar text.
 - b. Students will increase their Greek vocabulary allowing greater facility in reading the Greek text.
 - c. Students will gain facility in reading/translating biblical texts, which will enhance their ability to employ it as a source of theological reflection and church history.
 - d. Students will also be exposed to the difficulties associated with translation and will understand that every translation is an interpretation.
 - e. Facility in translating/interpreting the Greek New Testament will help the student to think critically about New Testament theology rather than allowing one’s self to be a passive recipient of information.
 - B. Applies cultural exegesis to one’s life and ministry.**
 - a. The study of the Greek New Testament can bring into greater relief the cultural gap between the text and the reader.
 - b. An appreciation for the cultural gap between the text and the reader can also give the student an appreciation for the cultural gaps between modern readers and/or cultural communities.
 - C. Practices a broad range of appropriate ministry skills.**

IV. Teaching Strategies for Student Learning

Students will be expected to translate texts independently outside the classroom and to engage in sight-reading inside the classroom. Students will benefit from classroom discussion of texts that have been translated independently. Discussion will include grammar and syntax as well as theological issues.

V. Course Requirements

A. Textbook(s) and Other Readings

Required Texts:

Liddell, H. G. and Robert Scott. An Intermediate Greek-English Lexicon. Oxford: Oxford Univ. Press, 1945. ISBN-13: 978-0199102068

* Nestle-Aland 27th Edition of the Greek New Testament and the Sakae Kubo Lexicon from Greek 1 and 2. We will continue to use these texts in addition to the above Liddell & Scott Lexicon.

**Excerpts from Eusebius and Smyth’s Grammar will be provided.

Recommended Texts

Smyth, Herbert. *Greek Grammar*. Cambridge; Harvard Univ. Press, (Revised Edition [Jan 1956]). ISBN-13: 978-0674362505

B. Attendance

According to the student handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of six class hours will be required to do additional work, receive a lower grade or withdraw from the class; this is at the discretion of the professor. **This policy also includes tardiness.**

C. Assignments/Assessment of Student Learning

**All assignments are due on the day they are assigned.*

Translation Assignments: Weeks 2-10 – Students are to prepare a translation of the texts listed on the Course Schedule below. All translations are to be literal translations. Students are to choose two sentences from each set of literal translations for which they will also provide a smooth translation. Students will parse all verbs in the first three verses of each translation assignment. (30% of total grade) (1A,B, 2A, 3A-C, 4A-B)

Vocabulary Quizzes: Students will take a vocabulary quiz every other week beginning with Week 1. Vocabulary to be covered in the Week 1 quiz is noted in the Course Schedule below. Professor will notify students of vocabulary to be covered on subsequent quizzes. (15% of total grade) (2A,4A)

Sight Reading: In addition to take-home translation work, students will do in-class sight-reading of texts. This gives students opportunity to benefit from the instructor's expertise during the translation process and to engage in group reflection and discussion about texts during the process of translation. Students also continue to build their reading and pronunciation skills. (20% of the total grade) (2A,3AB,4A)

Final Examination: The final examination will be a take-home exam. Students are to select a New Testament passage of eight to twelve verses for translation (the text should not be from any texts translated in class). Students will provide a literal translation, a smooth translation, and will parse all verbs in the pericope. Finally, students will write a three page theological reflection on the pericope demonstrating how the Greek text informs their interpretation of the text. The final examination is due on Monday, June 9, 2008. (35% of final grade) (2A,3AB, 4AB)

D. Calculation of Grade

Independent Translations	30%
Sight Reading	20%
Vocabulary Quizzes	15%
Final exam	35%

VI. Tentative Course Schedule

Week #	Date(s)	In-class Readings	Readings/Assignments
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1	Wed., April 2	Philippians 1:1-11	Learn Special Vocab for Philippians & Vocab for Philippians 1:1-11 in Sakae Kubo Vocabulary Quiz
2	Wed., April 9	Philippians 2:1-19	Prepare literal translation of Philippians 1:12-30
3	Wed., April 16	Philippians 3:1-21	Vocab Quiz/TBA Prepare literal translation of Philippians 2:19-30
4	Wed., April 23	Complete Philippians discussion; Introduce Acts of Apostles – Acts 1:1-5; Luke 1:1-4	Prepare literal translation of Philippians 4:1-21
5	Wed., April 30	Acts 1:15-26	Vocab Quiz/TBA Acts 1:6-14 & Eusebius*
6	Wed., May 7	Acts 2:14-42	Acts 2:1-13 & Eusebius*
7	Wed., May 14	Acts 2:43-47-3:10	Vocab Quiz/TBA Acts 4:1-12 & Eusebius*
8	Wed., May 21	Ephesians 2:1-22	Ephesians 1:1-23
9	Wed., May 28	Ephesians 4:1-32	Vocab Quiz/TBA – Special Vocabulary for Ephesians in Kubo Ephesians 3:1-21
10	Wed., June 4	Ephesians 5:1-33	Ephesians 6:1-24

VII. Other Course Instructions

A parsing grid is attached to the end of this syllabus.

VIII. Lifelong Learning Component (This section is now required for all syllabi).

- *Start a Greek Reading group among your ministry colleagues.*
- *Use your Greek to prepare sermons, for devotional reading, and for teaching.*
- *Practice reading from your Greek text so that you don't lose your ability to pronounce correctly.*
- *Carry your Greek New Testament with you as often as possible.*
- *Take additional courses, including continuing pastoral education courses that will enable you to sharpen your skills.*

IX. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and

women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

B. Academic Support Services

If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities

For students who have specific physical, psychiatric or learning disabilities and require accommodations, please let the professor know at least a week prior to the first day of class so that your learning needs can be appropriately met. In order to receive accommodations, documentation concerning your disability must be on file with Classroom Support Services, 105 Amstutz Hall, Ashland University, 419-289-5953. Please contact them with any questions you may have.

D. ATS Grading Scale

Grade	Percent	Description
A	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	92-96	
B+	89-91	
B	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	83-85	
C+	80-82	
C	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	74-76	
D+	71-73	
D	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	65-67	
F	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

