

**NTGK6318 ADVANCED GREEK EXEGESIS: 1 PETER**  
**New Orleans Baptist Theological Seminary**

**Disclaimer:** This syllabus is intended to give the student a general idea of the content, format, and textbooks used for this class. The professor will submit a full syllabus at the beginning of the class which will contain a course schedule and the instructor's information.

## **Seminary Mission Statement**

The New Orleans Baptist Theological Seminary mission is to equip leaders to fulfill the Great Commission and the Great Commandment through the local church and its ministries.

## **Key Competency**

The key competency addressed in this class is Biblical Exposition.

## **Catalogue Description of the Course**

An advanced course giving consideration to text-critical, grammatical, syntactical, literary, and historical issues through text analysis in a variety of genres. The course will emphasize sound hermeneutical principles for discovering the meaning of the text and for applying the text in teaching and preaching. Students may repeat the course for non-reduplicating books. *Prerequisites: Introduction to Biblical hermeneutics; Exploring the New Testament; Introduction to Greek Grammar; and Intermediate Greek Grammar.*

## **Course Outcomes**

This course will consist of a thorough study of selected passages from the Greek New Testament. Consideration of pertinent historical and cultural issues, and interaction with the major literature and commentaries will be conducted. The student will translate the passages giving consideration to morphology, syntax, diagramming, and exegesis. The course will emphasize proper methods for utilizing the information discovered through exegesis in order to make application to teaching and preaching the text of the New Testament.

### *Knowledge*

Students who complete this course successfully should:

- Know more thoroughly the significance of Greek grammar for translation of the First Peter
- Increase knowledge of the basic methods of studying Greek grammar that will contribute to a regular application of Greek grammar in teaching and preaching of First Peter
- Solidify knowledge of basic principles of Greek grammar that lead interpreters to discover the meaning intended by the biblical author
- Master the major areas of Greek morphology, especially regarding both verb and

- noun systems, including so-called “irregular” verbs
- Increase vocabulary acquisition to words occurring 15 or more times in the New Testament to facilitate reading and use of the Greek New Testament
  - Understand more thoroughly the major theories and the basic principles dealing with issues of translation in First Peter.
  - Understand syntactical issues as they relate to the exegesis of First Peter
  - Learn the basic principles of textual criticism in order to understand the textual variants in First Peter

### *Attitudes*

Students who complete this course successfully should:

- Appreciate the richness of the Greek language
- Recognize the importance of original language for sound exegesis in First Peter
- Be more confident in interpreting the biblical text of First Peter

### *Skills*

Students who complete this course successfully should:

- Translate First Peter
- Grasp more deeply grammatical issues in translation that affect an understanding of the biblical text First Peter for preaching and teaching

## **Required Texts**

United Bible Society’s 4<sup>th</sup> rev. ed. of the *Greek New Testament with Dictionary*.

OR

*Nomum Testamentum Graece*, 27<sup>th</sup> ed. (NA 27), ed. Barbara and Kurt Aland.

Davids, Peter H. *The First Epistle of Peter*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1990.

Jobs, Karen H. *1 Peter*. Baker Exegetical Commentary of the New Testament. Grand Rapids: Baker, 2005.

Michaels , J. Ramsey. *1 Peter*. Word Biblical Commentary. Vol. 49, General editors, David A. Hubbard, Glenn W. Barker. Waco: Word Publishing Co., 1988.

Price, Craig. *Biblical Exegesis of New Testament Greek: First Peter*. Unpublished workbook for translating and exegeting First Peter. (The workbook will be downloaded from Blackboard for the purposes of this course.

## **Netiquette: Appropriate Online Behavior**

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity will be expected at all times in the online environment.

## Recommended Texts

### Lexical

Danker, Frederick William. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3d ed. Chicago: University of Chicago, 2000.

### Text Critical

Metzger, Bruce M. *A Textual Commentary on the Greek New Testament*. 2<sup>nd</sup> ed. New York: American Bible Society, 1994.

### Greek Grammars

Mounce, W. D. *Basics of Biblical Greek*. Grand Rapids: Zondervan, 1993.

Stevens, Gerald L. *New Testament Greek Primer*, 2<sup>nd</sup> ed. Eugene, OR: Cascade Books, 2007.

\_\_\_\_\_. *New Testament Greek Intermediate*. Eugene, OR: Cascade Books, 2008.

Wallace, Daniel B. *The Basics of New Testament Syntax: An Intermediate Greek Grammar*. Grand Rapids: Zondervan, 2000.

## Recommended Computer Software

The student is encouraged strongly to purchase Bible software for his/her use in biblical exegesis. At this level of Greek study a program capable of producing the text, performing sophisticated morphological searches, with available lexicons, commentaries, and other helpful supplemental works is an absolute necessity. The software packages listed below are capable of intense, complex searches required for biblical studies research purposes and/or sermon preparation. The purchase of this kind of software is indispensable at this level of language study.

There are several packages available to the student and some vendors provide discounts for our students when purchased in bulk orders (see your professor for more information). If you are using a Windows based PC, BibleWorks and Logos provide software programs that work nicely for our class purposes. BibleWorks costs about \$350 for their basic software program that includes many supplemental works (see bibleworks.com for more information). Logos is more expensive and is a "library-based" software program designed to offer the student's entire library on computer (logos.com). The student will need to purchase the Logos Bible Software program (around \$1,000) plus the Original Languages package add-on. Logos does offer discounts to our seminary students at the beginning of the fall and spring semesters of about 50-60% discount (see your professor for more information).

If you are using a Macintosh computer, Accordance Bible Software is the standard in the field. The basic Scholar's Core is around \$210 with many other add-on texts available (accordancebible.com).

## Grading Percentages

Grades will follow the Graduate School Catalogue grading scale. See below for instructions on submitting all projects for grading. Grades will be based upon the following break down:

Greek Workbook Lessons	30%
Background Paper	10%
Exegesis Paper	30%
Application Paper	10%
Class participation in Discussion Board (online students only)	10%
Final Notebook	10%

### 1) Greek Workbook Lessons 30%:

These lessons will be downloaded from Blackboard each week and contain the exercises to be completed each week. The phrasing and sermon outline portions may be hand written into the workbook OR the student may download the Greek text from Blackboard. We recommend that the student download the Greek text (either from Blackboard or from your own language software) and cut and paste the passages for phrasing each lesson. The student will discover that working with the text in a word processor is easier. These sheets may be inserted into the student's Workbook along with the sermon outline for each lesson.

### 2) Background Paper 10%

Using the format of Guthrie and Duvall, include all the information from their chapters 1-3. This paper is to be **5-7 pages of single-spaced** using Turabian or SBL style. The page requirement does not include bibliography and frontal pages. The bibliography is to contain a minimum of **6 sources**. Include the required texts for the course and four other critical type commentaries that deal with the Greek text. The use of devotional type commentaries may be used in the application exercises, but a minimum of six critical commentaries must be utilized.

### 3) Exegesis Paper 30%

The student will write a paper on a selected passage of his/her choosing. The passage will be chosen in consultation with the instructor. Using the format of Guthrie and Duvall, include all the information for chapters 4-12. Semantical diagramming will not be required, but the student must phrase his or her passage of Scripture in place of the semantic diagram. This section will be **8-15 pages** of text, **single-spaced** and footnoted to Turabian or SBL style. The page requirement excludes bibliography and frontal pages. The bibliography is to contain a minimum of **8 sources**, 6 of which must be critical type of commentaries like in the background paper. The student may use two devotional type commentaries in the application phase of the paper.

#### 4) Application Paper 10%

The third paper is an “Application.” This chapter is a polished effort, **3-4 pages single-spaced**. Because the course is a three hour class, an additional assignment is required. The student will complete an application paper designed to demonstrate the student’s ability to handle the Greek text in a sermon or teaching lesson format. This paper presents the information gathered from your exegetical work in a ready-to-deliver form. The purpose of this chapter is to synthesize the data you have gathered in the exegetical part of the paper into a well-written presentation.

#### 5) Class Participation 10%

The student is expected to participate each week in the Discussion Board. Questions will be posted and the student will interact with the other class members. There will be no tests.

#### 6) Notebook 10%

The student shall compose a notebook containing the materials from the class. This notebook shall serve as a life-long resource for the student in teaching and preaching. Include the following in this order:

- a) Course Syllabus
- b) Background Paper
- c) Exegesis Paper
- d) Application Paper
- e) Greek Workbook Lessons including a self-addressed, self-stamped mailer with adequate postage.

## **Guidelines for Writing Class Papers**

### **1. Background Paper**

The student will write a historical background paper on First Peter. The historical background study will include the following:

- 1) background information on 1 Peter from commentaries
- 2) information on the setting, authorship, readership, Peter’s connection to his readers, date and place of his writing of the letter, etc.
- 3) information on the critical issues of the letter; and
- 4) a discussion of the theological issues covered in the letter.  
Outside sources (such as Bible commentaries, dictionaries, encyclopedias, or histories) *should* be used here.

## 2. Exegesis Paper

The exegesis paper is a thorough exegetical study that is to follow the guidelines below. The order of the first chapter is exactly as follows, each section about one to two pages in length, except as noted:

- a. Text. Write out your translation of the passage chosen, *single-spaced*, including verse numbers *and* indications of your own paragraph divisions. Make footnote reference to problematic words, syntax, or textual variants.
- b. Phrasing and Sermon Outline of the text. Phrase your passage based upon Mounce's principles presented in the class and workbook. From your phrasing, construct a sermon or teaching outline that reflects your phrasing.
- c. Literary Context. (1) Discuss the *placement* of the passage in its immediate and larger contexts within the book, and (2) justify the paragraph divisions you have provided above. Look for clues in the immediately preceding and following contexts (the surrounding paragraphs and chapters) that show how the passage you are considering fits into its context (i.e., why it is where it is).
- d. Paragraph Analysis. Identify the theme of each paragraph in one sentence per paragraph. This may be a key sentence taken directly from the text *or* a statement in your own words of the paragraph's theme. Justify your judgment in each case (i.e., give your reasons for it).
- e. Verse Analysis. Comment here on important features of individual verses. (In a longer passage, focus on each paragraph instead of each verse.) Do *not* merely summarize each verse (or paragraph) or re-state the obvious. *Do* comment on the flow of the argument or story-line from verse to verse (or paragraph to paragraph), including commenting upon why certain things may be stated in the particular way that they are, why certain statements are included where they are, why there may be omissions of expected materials, etc. Comment as needed on important theological words or ideas. Notice where else in the book or in other Biblical books certain words or ideas are found. You may use concordances or theological wordbooks here, including any cross-referencing guide you like (such as that found within most Bibles themselves). (2-3 pages)
- f. Theme. Provide a one-sentence statement of the theme of the entire text (i.e., what is the author's main point in this section?). This should be based upon the various stages of your detailed analysis above, especially building upon your statements of theme for each paragraph. Please explain the basis of your decision.

- g. Word Study. Select a minimum of (3) three key words from your passage. Once you have determined these, perform a diachronic analysis and a synchronic analysis on each word. The *diachronic analysis* involves the etymologic and historic discussion of the use of the word through time. The *synchronic analysis* involves the contemporary and contextual analysis of the word within the New Testament.
- h. Outline. Write an “exegetical” (“historical”) outline of the text, reflecting the theme. Base your outline upon your phrasing of the passage.
- i. Homiletical (sermon) outline. This should derive from the exegetical outline. Please also include a one-sentence re-statement of the theme (point “f.” above), a desired audience response, and a concluding challenge. Base this outline upon your phrasing of the text.
- j. Commentary Comparison. Include here any additional essential insights gleaned from five exegetical commentaries.

Examples of publications *not* acceptable for this part of the chapter are those by preachers, “notes” included with individual Bible translations, or devotional materials, such as Matthew Henry, Maclaren’s, Charles Swindol, John MacArthur, Pulpit Commentary, NIV Application Bible, The Bible Speaks Today series, etc.

Examples of works acceptable for this part of the chapter would be Anchor Bible Commentary, Harper’s (or Black’s) New Testament Commentaries, The New Testament Commentary, New International Biblical Commentary, New Century Bible Commentary, Pillar New Testament Commentaries, Tyndale New Testament Commentaries, Word Biblical Commentary.

At the end of this stage, the student should have gathered all the essential knowledge from the text and be ready to begin the task of constructing a sermon or a teaching lesson for the third paper.

### **3. Application Paper**

The third paper is an “Application” project. This paper is a polished effort which represents the information gathered from your background and exegetical work in a ready-to-deliver form. The purpose of this chapter is to synthesize the data you have gathered into a well-written presentation.

The paper may take one of two forms: (1) a sermon manuscript, i.e., written out word-for-word, ready to deliver orally, or (2) a teaching article, e.g., an article for the *Biblical Illustrator*. In either case, this stage should have an interesting introduction, developed body, and a conclusion that ties the paper together. Thus, this chapter contrasts in presentation with the exegetical portion, in that the exegesis is merely a step-by-step

distillation of your findings, whereas the last chapter is a finished and polished work. Be sure to consider your audience in choosing the format of the paper and in shaping the material for presentation.

A mock-up paper is provided with discussion of Turabian style at the following URL:  
<http://homepage.mac.com/glstevens/FileSharing2.html>

## Bibliography for 1 Peter

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- Beare, F. W. *The First Epistle of Peter: The Greek Text with Introduction and Notes*. 3d ed. Oxford: Blackwell, 1970.
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