



NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

**NTGK6318 Advanced New Testament Greek Exegesis: 1 Peter
Fall 2018 Online**

**New Orleans Baptist Theological Seminary
New Testament Department, Biblical Studies Division**

**Dr. Craig Price, Instructor
Robert Hamblin Chair of Biblical Exposition
Professor of NT and Greek
Associate Dean of Online Learning**

Dr. Craig Price
Prof. of NT and Greek
cprice@nobts.edu

Rev. Russell Kirkland
Grader: rkirkland1971@yahoo.com

Purpose of the Course

The purpose of this course is to guide the student through a thorough study of selected passages from First Peter in 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, phrasing, and exegesis. The course will emphasize proper methods for utilizing the information discovered through exegesis with special application to teaching and preaching the text of the First Peter in the New Testament.

Core Values of the Seminary

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value for NOBTS this academic year is Doctrinal Integrity.

Core Value Focus

This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God. Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission.

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.

Curriculum Competencies Addressed

The seminary has seven curriculum competencies: Biblical exposition, theological and historical perspective, effective servant leadership, interpersonal relationship, disciple making, worship leadership, spiritual and character formation.

This course addresses the following curriculum competencies:

1. Biblical exposition: This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately.
2. Theological and historical perspective: This course addresses theological and historical perspective by consideration of Peter's theological concepts and the historical perspectives related to the time of the letter.
3. Effective servant leadership: Peter addresses the proper perspectives of a suffering servant.
4. Interpersonal relationship: Peter writes about interpersonal relationships in the family and in the world around his writers.
5. Spiritual and character formation: Peter compares the spiritual character of believers by relating them to the nature of Christ as he suffered.

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.*

Learning Objectives

The student involved in this course should be able to accomplish the following:

Learning in the Cognitive (Knowledge) Domain by:

- Translating the entire letter of First Peter
- Knowing the significance of Greek grammar for translation of the First Peter
- Comprehending Greek grammar as it contributes to regular application of Greek grammar in teaching and preaching of First Peter
- Explaining the basic principles of Greek grammar that lead interpreters to discover the meaning intended by the biblical author
- Identifying the major areas of Greek morphology, especially regarding both verb and noun systems, including so-called “irregular” verbs
- Knowing vocabulary acquisition for words occurring 15 or more times in the New Testament to facilitate reading and use of the Greek New Testament
- Understanding more thoroughly the major theories and the basic principles

dealing with issues of translation in First Peter

- Understanding syntactical issues as they relate to the exegesis of First Peter
- Summarizing the basic principles of textual criticism in order to understand the textual variants in First Peter and how this affects interpretation of the text
- Understanding how to use and apply software to biblical studies in First Peter
- Evaluate various commentator's views of First Peter passages
- Create a set of sermons or teaching lessons from First Peter

Learning in the Affective (Attitudes) Domain by:

- Discussing the richness of the Greek language for deeper biblical exegesis and how this has changed the student's perception of First Peter
- Describing the importance of original language for sound exegesis in First Peter
- Demonstrating more confidence in interpreting the biblical text of First Peter by using phrasing
- Organize the text of First Peter into phrased passages for sermon and/or teaching lessons
- Valuing the importance of using software for Bible study
- Internalize the richness of First Peter for Bible study

Learning in the Psychomotor (Skills) Domain by:

- Organizing phrasing of each week's passage into outlines for sermons or classes
- Assembling a sermon or teaching outline each week that can be preached or taught in a church setting
- Adapts a sermon or teaching outline of the biblical text First Peter for preaching and/or teaching in the student's personal ministry setting
- Perform exegetical tasks using Bible software in sermon and lesson preparation

Required Readings

The commentaries in the Required Textbook list are required reading for class discussions. The commentaries should be read along with the focal passages for a given week in the course.

Required Textbooks

1. United Bible Society's 4th rev. ed. of the *Greek New Testament with Dictionary*. Or

Novum Testamentum Graece, 27th or 28th ed. (NA27 or NA28), ed. Barbara and Kurt Aland.

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

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

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

5. Price, Craig. *Biblical Exegesis of New Testament Greek: First Peter*. Provided in the Bb shell.

Additional 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*. 2nd 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*, 2nd 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.

Hermeneutics

Duvall, Scott and Hays, Daniel. *Grasping God's Word*. 3rd ed. Grand Rapids: Zondervan, 2012.

Netiquette: Appropriate Online & Blackboard 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.

Schedule and Assignments

| Week | Units/Lessons | Paper Due Dates |
|------------------|----------------------|-------------------------------|
| Unit & Week of: | | |
| Unit 1 = Aug 20 | Lesson 1 | |
| Unit 2 = Aug 26 | Lesson 2 | |
| Unit 3 = Sept 2 | Lesson 3 | |
| Unit 4 = Sept 9 | Lesson 4 | Background Paper: Due Sept 14 |
| Unit 5 = Sept 16 | Lesson 5 | |
| Unit 6 = Sept 23 | Lesson 6 | |
| Unit 7 = Sept 30 | Lesson 7 | |
| Unit 8 = Oct 7 | Lesson 8 | |

Fall Break Week Oct 14-20

| | |
|------------------|-------------------|
| Unit 9 = Oct 21 | Lesson 9 |
| Unit 10 = Oct 28 | Lesson 10 |
| Unit 11 = Nov 4 | Lesson 11 |
| Unit 12 = Nov 11 | Lesson 12 |
| Unit 13 = Nov 18 | Thanksgiving Week |
| Unit 14 = Nov 25 | Lesson 13 |
| Unit 15 = Dec 2 | Lesson 14-15 |
| Unit 16 = Dec 9 | Finals Week |

Exegesis Paper Due: Dec 13

Please note: All students will lose access to the Blackboard shell on July 25. All assignments must be turned in by midnight CDST. Online Professors have no control over this deadline. ITC will be recycling the course shells for the next semester. Please make a back-up file of all your work.

Each week the student will upload his/her phrasing exercises digitally to the Discussion Board for the lessons scheduled for that week. They are due on Saturday of each week for the scheduled lessons in the workbook for that week. Answer videos will be posted the following Monday so you can check your work. For the first few weeks, we will make the answer videos available so you can learn how to phrase the text. About mid-term, we will wean you off the answer videos so you learn to stand on your own with the phrasing technique.

Assignments & Grading Percentages

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

1. Greek Workbook Lessons 30%: Dec 13

Due Date:

The weekly lessons are located in the class textbook authored by Dr. Price. The student will complete the workbook and mail printed notebooks back to the professor using the instructions at the end of the syllabus. Digital notebooks may be submitted, but will probably need to be compressed using zip software.

Grading Rubric: Completely fill out the workbook.

2. Discussion Board Phrasings & Sermon Outlines 20% Due Date: Weekly-Sat nite
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 are then easily inserted into the student's Workbook along with the sermon outline for each lesson. Grading

Rubric: Attempt the phrasings each week. Video files are posted at the close of each week for you to follow, correct, and learn phrasing.

3. Background Paper 20%

Due Date: Sept 14

The student will write a historical background paper on 1 Peter. This paper is to be **5-7 pages of single space**. You may choose to use parenthetical citations (i.e. Smith, 127) or Turabian style footnotes in the body of the paper. Please give your bibliography in Turabian format. The page requirement does not include bibliography and frontal pages. The bibliography is to contain a minimum of **6 critical sources**. Include the required texts for the course and three other critical type commentaries that deal with the Greek text. Turabian helps are located in the course Bb shell.

The background information is contained in the front matter of most commentaries, NT introductory texts, and other reference materials. You are looking to discover the historical context of the letter. The historical background study will include the following:

- 1) Background information on the letter of 1 Peter should include the setting, authorship, readership, Peter's connection to his readers, date and place of his writing of the letter, etc.
- 2) What critical issues arise in the letter? What are the major concerns that commentaries address and highlight? Why is he writing this letter to his readers? Look for critical subject matters that give rise to the occasion for the letter.
- 3) The background paper should include a discussion of the theological issues covered in the letter. What major contributions does your passage discuss and/or contribute to our understanding? Outside sources (such as Bible commentaries, dictionaries, encyclopedias, or histories) *should* be used here.
- 4) Are there cultural and sociological issues that arise in the letter? How do these issues give us deeper insight and understanding into the purpose the author had for writing the letter?

Grading Rubric for Background Paper

- | | |
|---|-----|
| ▪ Form and style (neatness, typing, spelling, grammar, etc.) | 10% |
| ▪ Research (use of sources) | 10% |
| ▪ Main idea and outline | 15% |
| ▪ Context (historical-cultural, surrounding, elements within passage) | 15% |
| ▪ Content (interpretation, word studies, explanations, etc.) | 35% |

4. Exegesis Paper 30%

Due Date: Dec 13

The student will write a paper on a selected passage of his/her choosing. The passage will be chosen in consultation with the instructor. Please email the prof when you choose your passage.

This paper will be **10-15 pages** of text, **single-spaced (except where noted in the guide)** 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**, using commentaries that focus on grammar, language, and syntactical issues (see the detailed description below).

This paper represents the culmination of your work for the semester. It will measure your ability to begin with a passage in the Greek NT and culminate with a finished, written product. This paper will demonstrate your ability to take a passage of Greek and perform: translation, phrasing, outlining, interpretation (exegesis), and application (exposition) of that Greek text. It is the culmination of all your skills when working with a Greek text for preaching or teaching scenarios. Please include 2-3 word studies in your exegesis process.

Grading Rubric for Exegesis Paper

Your exegesis paper grade will be based on the following:

| | |
|---|-----|
| ▪ Form and style (neatness, typing, spelling, grammar, etc.) | 10% |
| ▪ Research (use of sources) | 10% |
| ▪ Main idea and outline | 15% |
| ▪ Context (historical-cultural, surrounding, elements within passage) | 15% |
| ▪ Content (interpretation, word studies, explanations, etc.) | 35% |
| ▪ Application | 15% |

For details please see the Short Guide to Writing Exegesis Papers below. You will also find a guide for conducting word studies. Look in the course Bb shell for paper writing helps: how to outline, Turabian Helper, etc. See software package details below as well.

A Short Guide to Writing Your Exegesis Paper

1. Title Page

A picture is worth a thousand words. Imitate the title page below.

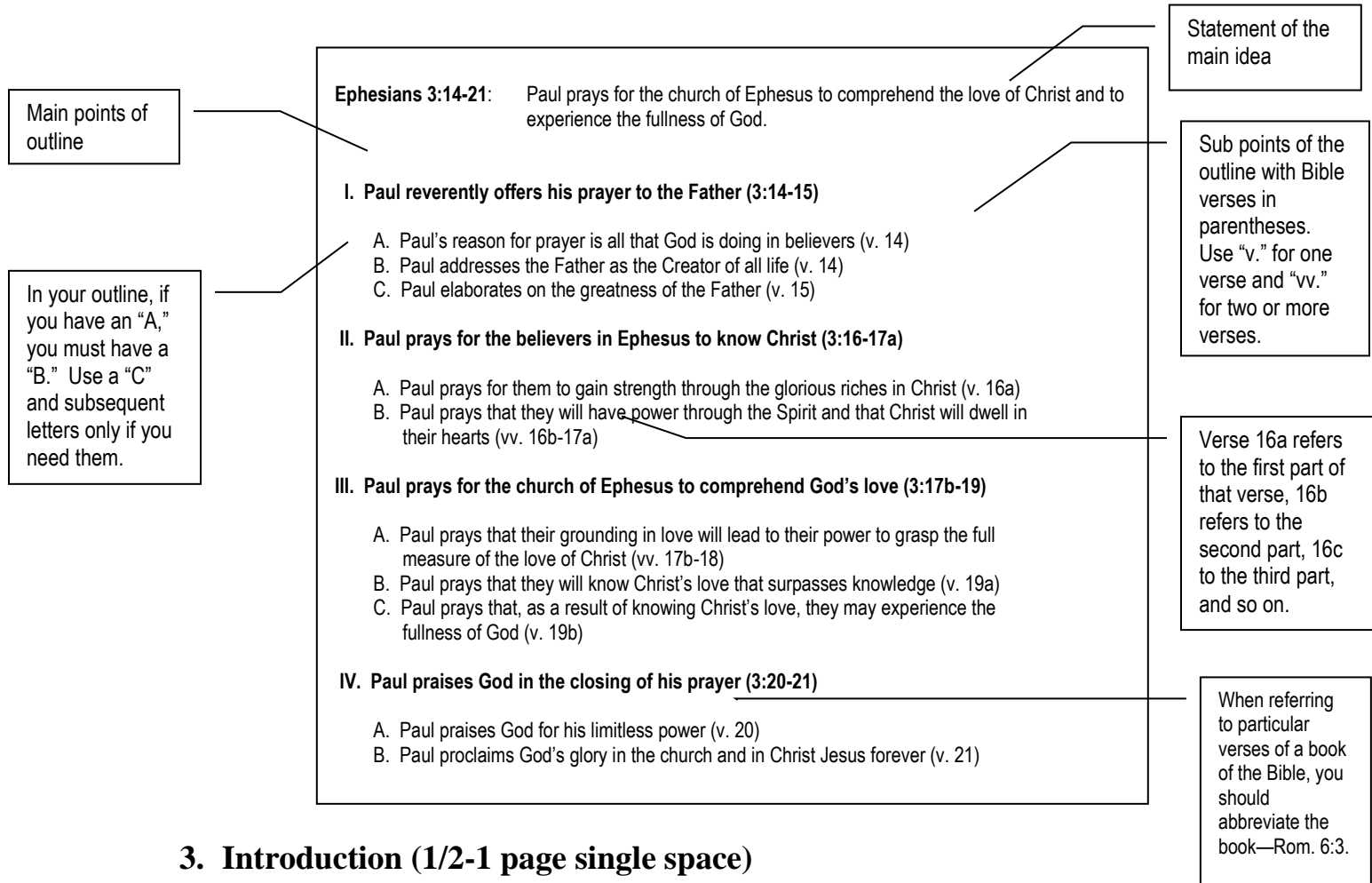
The diagram shows a rectangular box representing a title page. Inside the box, the text is centered and reads: "New Orleans Baptist Theological Seminary", "Introduction to Biblical Hermeneutics", "Course ID#: BSHM5310", "Course Term: Spring 20XX", "*“Be Strong in the Lord”*", "An Exegetical Paper on", "Ephesians 6:10-16", "Submitted to: Professor’s Name(s)", "By", and "Your Name". Three callout boxes on the right side of the box point to specific parts of the text. The first callout box points to the italicized phrase and contains the text: "Put a short statement here that sums up the theme of your text." The second callout box points to the passage reference and contains the text: "Put your passage here, since it's probably not Ephesians 6." The third callout box points to the author's name and contains the text: "Everyone knows their name, but they sometimes forget to put it on their paper."

2. Text, Translation, Phrasing, Main Idea, and Outline (1-3 Pages)

Identify the text that you have been assigned and write out your personal translation from your work on the passage. Next, include your phrasing of your passage. Summarize and state the main idea of your passage in one sentence.

Next, present a full outline of your passage, showing how the main idea unfolds. This outline should be based upon the phrasing of your passage (main points to the left, subordinate points to the right, etc.) For each main point of your outline, show the corresponding verses in parentheses (these may be placed beside the sub-points if that works better). All of the verses of your passage should be included in the main points of your outline.

Take a look at the example on the following page.



3. Introduction (1/2-1 page single space)

Think about *writing your Introduction last of all*. Once you have written the paper, writing the Introduction is a lot easier. Plus, you will also have all the information you need to write a more effective Introduction if you wait until the end of the process to write it. This does not mean that you can throw something together at the last minute and expect to have a good Introduction.

This one to three paragraph section needs to do two things. First, you should get your reader's attention. Remember that you are writing a research paper so don't resort to gimmicks. No one will want to read your paper if the Introduction is superficial and cheesy. Think about how the message of your passage connects with the needs of your readers and use this intersection to construct your Introduction. Read over your application section to get an idea of how your passage connects with people today.

Second, you should introduce the main ideas and topics included in your passage. Give your readers a preview of what they can expect to find in the paper. You don't need to go into a great deal of detail, but you do need to alert them in a general way about what they are getting themselves into by reading your paper.

4. Context (1-2 pages single space)

You might want to review chapters 6-8 in *Grasping God's Word*¹ before you attempt this section. You need to do two things in this section of your paper. You begin this part of your paper by describing the historical-cultural situation of both the biblical writer (e.g., Paul, James, Peter) and the biblical audience (e.g., the recipients of Colossians or James or 1 Peter). See *GGW* 118-123.

Where do find this information? Start by reading the introduction to the book in a good study Bible (e.g., *The NIV Study Bible*). Then consult the other resources mentioned in *GGW* 124-128 for more information. Your reader needs to understand the situation of the author and the audience before the content of your passage will make sense.

The second thing you need to include in this Context section is a paragraph or two about the surrounding literary context of your passage (see *GGW*, 152-153). Here you will describe the flow of thought in the book (or a larger section like Romans 5-8) and discuss how your passage fits into that flow of thought. Look closely at how your passage relates to what comes before it and what follows it (see *GGW*, 156-161 for how to identify the surrounding context). Check out the example below from Douglas Moo (*NIV Application Commentary: Romans*) for Rom. 8:26-27:

“In the same way, the Spirit helps us in our weakness. We do not know what we ought to pray for, but the Spirit himself intercedes for us with groans that words cannot express. And he who searches our hearts knows the mind of the Spirit, because the Spirit intercedes for the saints in accordance with God’s will.”

¹ Scott Duvall and Daniel Hays, *Grasping God's Word*, 3rd ed. (Grand Rapids: Zondervan, 2012).

When referring to whole chapters of a book of the Bible, you should spell it out with no abbreviations.

“Paul began the great second section of his exposition of the gospel [Romans 5-8] by assuring believers of their sure hope for salvation in the judgment (5:1-11). [In Rom. 8;18-30] he now returns to where he started, setting before us the wonderful fact and the solid basis for our hope as Christians. The immediate stimulus is the end of 8:17, where he reminded us that we need to share in Christ’s sufferings if we expect to share in his glory. The theme of 8:18-30 is the believer’s future glory. This passage begins (‘the glory that will be revealed in us,’ v. 18) and ends (‘those he justified, he also glorified,’ v. 30) on this note.

You should also look in commentaries at the place where they begin to discuss your passage. They will often introduce the discussion by setting up the surrounding context.

In between, Paul makes two basic points about this glory. First, it is the climax in God’s plan both for his people and for his creation generally. Since we have not reached that climax, we must eagerly and patiently wait for it (vv. 18-25). Second, God himself provides what we need in order to wait eagerly and patiently. The Spirit helps us pray (vv. 26-27), and God promises to oversee everything for our good (v. 28) according to his unbreakable plan for us (vv. 29-30).” (Moo, *Romans*, 265-266).

When the reader finishes reading Moo’s two paragraphs in the box, he or she will have a good idea of how 8:26-27 fits into Paul’s thought flow in the letter. You could go into a bit more detail explaining the specific role of 8:26-27, but this gives you an idea of how to get started.

5. Content (5-8 pages combination of single and double space)

This section is the body of your paper and the heart of your exegetical work. First, let’s talk about how this section should look in your paper. Then, I’ll suggest one helpful way of pulling together all the information that needs to be included. Before moving on to the Application section, I’ll give you a short list of things to avoid.

In terms of how the Content section should look, use the **main headings of your outline along with the verse(s)** of the text to organize this section. Double-space the explanation that follows each heading. Use one-inch margins and a twelve-point font. Add page numbers to the lower right-hand corner of each page. When you are quoting an author, or giving credit for an idea or showing who holds a certain position in a debate, you need to cite your source. For this paper you can cite your sources by adding their name and the page number(s) in the book you are consulting after the quote, idea, or position. The sample page below illustrates these matters of form.

Put the main point of the outline in bold and the verses in parentheses.

Put the verse(s) in italics and indent them.

Paul reverently offers his prayer to the Father (3:14-15)

For this reason I kneel before the Father, from whom his whole family in heaven and on earth derives its name.

As you explain the meaning of this section, use double spacing like I'm doing now. When you come to a new section, just skip a line and start with your next main point in the outline and the accompanying verse(s).

Skip a line between sections.

Double space the body of your paper. The explanation in a real paper would be much longer than my example.

Paul prays for the believers in Ephesus to know Christ (3:16-17a)

I pray that out of his glorious riches he may strengthen you with power through his Spirit in your inner being, so that Christ may dwell in your hearts through faith.

Here you start explaining the next section. At the end of this sentence you will see an example of how to cite your sources (Nystrom, 92). Explanation, more explanation, even more explanation, much more explanation, additional explanation goes here, ...

Cite sources by putting the author's last name and page number(s) in parentheses. The full bibliography for each source you cite should be included in your bibliography.

Page numbers go in the lower right-hand corner.

5

HINT: You should definitely read this very important paragraph.

What kind of information do you need to include in the Content section. The main thing you are after is the meaning of the text. The meaning of the text includes the meaning of words, phrases, sentences, and paragraphs, as well as the meaning of elements in that text that needs to be illumined by looking at the historical-cultural and sociological contexts (see *Grasping God's Word* (GGW), 121-123, 128-135). The meaning of the text also involves understanding how all the smaller pieces fit together along with identifying the theological principles communicated by the text (review *GGW*, 261-262).

How do you find and pull together all this information? I would suggest the following:

1. Do the observation work on your passage (remember chapters 3-5 of *GGW*?).
2. Do your word studies. We recommend at least **three** for this paper.
3. Consult outside sources, especially good commentaries on your passage.
4. Identify the theological principles communicated by your passage.
5. Organize your information, one section at a time. You might find it helpful to make a rough outline of how you plan to explain the meaning of this section:
 - opening sentence
 - explain the conjunction "therefore" (what does it point back to)

- explain the command (put word study info here)
- explain the “armor of God” from background info
- explain the result statement “so that ...”
- ...

6. Actually write your explanation. Then rewrite it for an even better paper.

As you write your Content section, there are some things you want to AVOID:

- ☞ Don’t try to include everything that you have learned in the process of interpretation.
- ☞ Don’t preach to the reader. You are writing an exegetical paper, not a sermon.
- ☞ Don’t substitute a fluffy illustration or touching testimony for solid biblical interpretation.
- ☞ Don’t lose sight of your goal of explaining the meaning of the text. Stay focused on this goal and don’t get lost in all the details.
- ☞ Don’t quote large sections of text from a secondary source and expect to impress your professor.
- ☞ Don’t put off writing this paper until the last minute.
- ☞ When an issue is debated by interpreters, don’t ignore the debate. Briefly explain the main options, make your choice and give your reasons.

6. Application (1-2 pages single spaced)

Consider reviewing *GGW*, chapter 13 before writing this section. This part of your paper should include three specific parts (see *GGW*, 239-246):

1. Begin with a paragraph where you observe how the principles in your passage address the original situation. You are looking for the intersection between the problem/question (original situation) and the solution/answer (theological principles from the passage). Find this intersection **by identifying the key elements** within the passage.
2. Continue your Application page by **writing about a situation in our day that parallels the original situation**. You are looking for a situation that contains all the key elements that you identified (#1 above) in the first part of your application page (see *GGW*, 239 for an example). This is the place that many interpreters veer off course. *Make sure your parallel situation is a general parallel by asking whether your situation contains all the key elements.*
3. Wrap-up your Application page by **making your application(s) specific**. Creating a real-world scenario is a very good way to make your application specific.

7. Bibliography (1 page)

Add a formal bibliography of the sources you cite in your paper. See the example below as well as the extended bibliography of resources in *GGW*, 459-491.

Single-space each entry with a double space between them. Indent the second line of each entry.

Bibliography

Johnson, Luke Timothy. *The Letter of James*. Anchor Bible. New York: Doubleday, 1995.

Moo, Douglas J. *The Letter of James*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2000.

Motyer, J. A. *The Message of James: The Test of Faith*. Bible Speaks Today. Downers Grove, Ill.: InterVarsity, 1985.

Nystrom, David P. *James*. The NIV Application Commentary. Grand Rapids: Zondervan, 1997.

Exegesis Paper Checklist

- I have double-spaced the paper with a twelve-point font and one-inch margins.
- The paper has a title page that includes the required information.
- The paper is the required length, excluding the Title Page.
- I have cited sources in accordance with the professor's preferred style.
- My main idea summarizes the entire passage in one sentence.
- All verses in the passage are included in my outline.
- The main points of my outline serve as subheadings in the body of my paper.
- My Introduction gains the reader's attention and previews the main ideas of the passage.
- I discuss both the historical-cultural context and the surrounding context.
- I explain the meaning of critical words in my passage.
- I have consulted and cited the required number of reputable sources.
- I discuss several applications of this passage for a contemporary audience according to the approach to application used in *GGW*.
- I include a bibliography of sources cited in the paper.
- I have proofread the paper.

HOW TO DO WORD STUDIES

Dr. Craig Price

Step One: Decide Which Word to Study

1. Look for words that are *repeated* by the author
2. Look for *theological* terms
3. Look for words that are *central* to the passage
4. *Compare* your selected word in different English translations

Step Two: Identify the Greek Word Behind the English Word

A. If you are using computer software, much of the work is done for you with the click of your mouse (see software vendor and package details below):

NIV Study Bible- by Zondervan, fairly inexpensive but limited on word searches
Logos- library base, language package, excellent word study resources available
Accordance

B. If you are using books, you will need to use the manual technique:

1. Look up your English word in a concordance
Concordance = lists all English words & gives references
Exhaustive concordance = lists *every* word in the Bible
Partial concordance = many Bibles have an abbreviated listing in the back

Note: You must use a concordance that matches the English translation you are using.
Here are some examples:

Strong's Exhaustive Concordance- lists every English word in KJV translation;
REF BS 425 S776 2001

NIV Exhaustive Concordance- lists every English word from the NIV translation

NASB Exhaustive Concordance lists every English word from the NASB translation

Greek-English Concordance to the New Testament- lists every place the Greek word behind your English word is used in the NT and then gives you the English translation! REF BS 2302 K646 1997

2. Locate the verse you are studying in the concordance
3. Find the reference number for your English word in that reference
4. Locate your reference number in the dictionary of your concordance
Note *Strong's* has one set of numbers for Hebrew (OT) and another for Greek (NT)
5. Read and record the definitions of your English word in the Hebrew or Greek

dictionary provided in Strong's dictionary

Now non-language majors can locate the Hebrew or Greek word behind any English word without knowing the biblical language!

Step Three: Determine the Range of Meaning for Your Word

Semantic Range: Different possibilities of meanings for a word

The semantic range gives the entire range of possible meanings for a particular word. Look at all the different definitions in your Strong's dictionary to get an idea of the range of meanings for your word. Check different translations of your verse to get a feel for the ways your word might be used.

You can also look at your English word in Hebrew (OT) or Greek (NT) and look it up in a lexicon (dictionary).

Etymology: History of how a word was used:

Diachronic (through time)

This is a word's origin and developmental history. Words change in meaning over time and in different contexts. Etymology of a word may have nothing to do with the word's usage in a particular passage. Avoid the "root fallacy," which assumes the basic root meaning is the same in every context.

Contextual usage of the word: How the word is used by your writer/book:

Synchronic (within time)

Determine the use of your word in the immediate context of your passage, the usage in the larger context of the book, and how it is used in the genre you are studying. For example, "fear" takes on a different flavor when used in Wisdom literature.

Step Four: Decide What the Word Means in Your Verse

Now you are ready to write the word study in your paper/sermon based upon your research.

New Testament Word Study Resources

New International Dictionary of New Testament Theology (4 vols.) has several indices for looking up words (user-friendly)

Theological Dictionary of the New Testament (10 vols.) has extensive research into meaning, background, and usage in OT, NT, and Apocrypha. Several indices in vol. 10 to locate word in other volumes (somewhat user-friendly)

Theological Lexicon of the New Testament requires reader to locate word in Greek alphabetically. (Not user-friendly)

Exegetical Dictionary of the New Testament (3 vols.) has index in volume 3 to help locate

words (user-friendly)

Robertson's Word Pictures (6 vols.) is set up by biblical book, chapter, and verse; it does not assume the reader has knowledge of Greek and gives the part of speech and definition of the word in the context of the NT book (user friendly)

Submission of the Papers & Discussion Boards

Submit all the papers through the Assignments Upload in Blackboard by the due dates. Discussion Board weekly phrasings are uploaded each week into Blackboard. Papers will be graded electronically and returned with the grader's comments.

Submission of the Class Workbook and Notebook

Either: (1) submit in person a hard copy to Dr. Price at the Online Learning Center in the Hardin Student Center on the due date; or (2) mail to the office of Dr. Craig Price, postmarked by midnight of the due date.

Address all mail-in submissions to:

Dr. Craig Price: Associate Dean of Online Learning
Attn: Russ Kirkland - Grader
New Orleans Baptist Theological Seminary
Hardin Student Center 290 D
3939 Gentilly Blvd.
New Orleans, LA 70126

Return of Materials

To have papers and notebooks returned, you *must* include a self-addressed, self-stamped mailer with adequate postage. *No paper will be returned without a self-addressed, self-stamped return mailer with adequate postage.*

OR

Pick the graded papers up from Online Learning Center office in Hardin Student Center, 290D.

Selected Bibliography for First Peter

A. Modern Commentaries

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GENERAL NEW TESTAMENT BIBLIOGRAPHY

New Testament Background Study

Primary Resources (in English)

- Barrett, *The New Testament Background*
- Charles, *The Apocrypha and Pseudepigrapha of the Old Testament in English*
- Danby, *The Mishnah*
- Goodenough, *An Introduction to Philo Judaeus*
- Hennecke and Schneemelcher, *The New Testament Apocrypha*
- Lightfoot, *The Apostolic Fathers*
- Robinson, *The Nag Hammadi Library in English*
- Vermes, *The Dead Sea Scrolls in English*
- Whiston, *Josephus: Complete Works*

Secondary Resources

- Achtemeier, *Harper's Bible Dictionary*
- Beitzel, *The Moody Atlas of Bible Lands*
- Blaklock and Harrison, *The New International Dictionary of Biblical Archeology*
- Bromily, *International Standard Bible Encyclopedia*
- Bruce, *New Testament History*
- Butler, *Holman Bible Dictionary*
- Charlesworth, *Jesus Within Judaism*
- Ferguson, *Backgrounds of Early Christianity*
- Freedman, *Anchor Bible Dictionary*
- House, *Chronological and Background Charts of the New Testament*
- Jeremias, *Jerusalem in the Time of Jesus*
- Kee, *The New Testament In Context: Sources and Documents*

Reicke, *The New Testament Era*
Russell, *Between the Testaments*
Wilken, *The Christians as the Romans Saw Them*

General Resources

New Testament introductions, commentaries, dictionaries
Various *critical commentaries* could be helpful, especially *introductory material*.
A commentator may summarize distinctive ideas of the author being studied in the introductory section. For helpful commentary information, consider suggestions from:
Carson, *New Testament Commentary Survey*; Fee and Stuart, Appendix, *How To Read The Bible For All Its Worth*, pp. 219–24; Klein, Blomberg, Hubbard, *Introduction to Biblical Interpretation, Commentaries*, pp. 487–91

Other Resources

Aland, *Synopsis of the Four Gospels, English Edition*
Aune, *The New Testament in Its Literary Environment*
Bailey and Broek, *Literary Forms in the New Testament*
Bruce, *Paul: Apostle of the Heart Set Free*
Carson, Moo, and Morris, *An Introduction to the New Testament*
Green, McKnight, Marshall, *Dictionary of Jesus and the Gospels*
Hawthorne, Martin, Reid, *Dictionary of Paul and His Letters*
Kümmel, *Introduction to the New Testament*
Ladd, *A Theology of the New Testament*
Polhill, *Paul and His Letters*
Ryken, *Words of Life: A Literary Introduction to the New Testament*
Stein, *The Method and Message of Jesus' Teaching*

Social Resources

Hengel, *Judaism and Hellenism: Studies in Their Encounter in Palestine during the Early Hellenistic Period*
Keener, *Bible Background Commentary*
Malina, *The New Testament World: Insights from Cultural Anthropology*
Mathews, *Manners and Customs in the Bible*
Meeks, *The First Urban Christians: The Social World of the Apostle Paul*
Stambaugh and Balch, *The New Testament in Its Social Environment*
Thiessen, *Sociology of Early Palestinian Christianity*
Tidball, *The Social Context of the New Testament: A Sociological Analysis*

If you are planning to graduate this semester, please let our office know via email or phone as soon as possible. This will enable us to have your work graded and grades turned in to the Registrar before their deadline for graduating seniors.