Syllabus for *Greek Exegesis II:*
GRK 622 – 2 Peter
Spring 2016

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**Americans With Disabilities Act (ADA):** Baptist Missionary Association Theological Seminary supports the Americans with Disabilities Act (ADA). Students with physical or learning disabilities desiring additional assistance must consult with the Dean’s office prior to enrollment or as early as possible after the disability is diagnosed. Procedures for assisting students will require a physician’s written verification of the disability and probable benefit(s) of specific assistance for student learning, a student’s specific written request(s) for assistance from the seminary, and the informing of the seminary faculty. Reasonable accommodations will be given in accordance with the federal and state laws though the Dean’s Office. Contact the Dean’s Office in the main administration building in person or:
- by mail: Post Office Box 670 (1530 East Pine Street) Jacksonville, TX 75766-5407
- by phone: **800/259-5673**
- by email: bmatsem@bmats.edu

Baptist Missionary Association Theological Seminary is dedicated to helping all students we serve to achieve her or his Christian, educational, and life goals.

**Course Description:**

The description of this course in the current BMATS catalog (2015-16) is as follows: “The student’s exegetical and interpretive skills are further developed by the study of the principles of syntax and exegesis of selected historical or apostolic writings. The student is introduced to textual criticism by means of variant analysis and will conduct independent exegetical research of a select passage. Grammar, vocabulary, and syntax are emphasized.” Not
only will the entire book of 2 Peter be translated, but the students will be working on a major exegetical paper taken from a passage of their choice from 2 Peter. The vocabulary emphasized will come from the text of 2 Peter and selected frequency lists. Translation will be the foundation of the work done in this course, but exegetical interpretation and analysis will be a part of the course lectures for each passage in the book of 2 Peter. A further aspect of this course will include an examination of the textual apparatus in the UBS Greek New Testament, fifth edition.

Course Textbooks:


6. The student should also bring a good literal English translation (KJV, NKJV, NASB).

7. The student would also benefit from a good analytical Greek lexicon.

Course Objectives:

*By the end of this course, the student should . . .*

1. produce a rough and smooth translation of the book of 2 Peter (translation).

2. be able to master the vocabulary the Apostle Peter employs in 2 Peter, especially key words that help drive the meaning of the text (vocabulary quizzes).

3. be able to formulate an outline of 2 Peter from an analysis of the grammatical and syntactical structure of the book (translation / class lectures / reading).

4. demonstrate a mastery in producing word studies that enhance one's understanding of the text in conjunction with the writing of an exegetical paper and for ongoing use in preaching and teaching (Exegetical paper).
5. be able to produce exegetical work on a particular pericope in 2 Peter and present one's findings in clear, logical thinking through the writing of an exegetical paper based on one's verbal, literary, theological, and homiletical analysis (Exegetical paper).

6. be able to analyze the textual apparatus as it relates to textual variants and offer one’s critical thought on which variants he/she believes to be the original (Textual variant paper / reading).

7. be able to utilize the necessary tools needed to exercise proper Greek exegesis.

8. be able to demonstrate a greater ability in reading, translating and interpreting the Greek text and be able to apply what one has learned to one’s teaching and preaching ministry.

Course Requirements:

Reading

The student is required to read the commentary by Green according to the weekly schedule and the two books by David Alan Black. The student will need to read David Alan Black’s, New Testament Textual Criticism by the second week of class. The students will also read through the book of 2 Peter twice in the Greek, sight translating as they go. The student will be asked on the final exam what percentage of this reading has been accomplished.

Translating

Over the course of this semester, the student will translate the entire book of 2 Peter. The professor will provide a reproducible sheet that the student may use for each verse. These translations should be compiled in a notebook that will be turned in at the time of the final exam. Students may also compile translations electronically on their computer. If the student chooses to complete the translations on the computer, make sure they are compiled in one file that can be turned in at the end of the semester.

Exegetical Paper

The student will choose a pericope from the book of 2 Peter and prepare and write an exegetical paper. This paper should be a minimum of 20 pages in length, and a maximum of 25 pages. This paper should be written using the guide on how to write an exegetical paper included with this syllabus. This is a formal research paper that should be written in Turabian style. The paper should include a title page, contents page, body of paper (20 pages min.), and a selected bibliography of sources used. Types of sources should include journal articles, reference works (lexicons, word study books, linguistic tools, Bible dictionaries, etc.), and technical commentaries. The internet may be used, but no more than 20% of the research should come from the internet. The paper is to be double-spaced, using Times New Roman, 12 pt. font. The student will be graded according to the seminary’s rubric on research and writing.
Textual Apparatus

The student will prepare a report on the textual variants found in the book of 2 Peter according to the United Bible Societies Greek New Testament, fifth edition. The professor will demonstrate for the students how this report is to be completed, as well as lecture on how to decipher the textual apparatus.

Late Work: Any late work will be deducted 2 percentage points for every day it is late.

Course Examinations:

The student will be required to take a mid-semester test and a final exam. The final exam is not cumulative, but covers only the latter half of the course. Tests must be taken as scheduled.

Course Quizzes:

A total of ten quizzes will be given throughout the course of this semester. The words will come from the text of 2 Peter and frequency lists. The professor will submit a list of words to study for each quiz. The student will be quizzed on vocabulary retention and parsing/declension. See the course schedule for the dates of these quizzes. No quiz scores will be dropped, but the student may retake his or her two lowest quiz grades. Quizzes must be taken as scheduled.

Course Grading:

The student may work toward 1,000 points for this course. The percentage points will not be rounded up. For example, if the student earns 907 points for the course, the percentage will be 90.7%, which is a “B.” The point values and percentages break down as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Exegetical paper</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Translation Notebook</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Textual Variant report</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Reading</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Class attendance &amp; participation</td>
<td>50</td>
<td>5%</td>
</tr>
</tbody>
</table>

Scores on assignments, quizzes and exams will be uploaded to DiscipleLink where the student can check his/her progress through the course of the semester.
Class Attendance & Participation

The students are expected to be in class for each class session. Missing class will result in a reduction in one’s overall grade (five points for every day missed). Missing more than ¼ of class sessions (missing four or more class sessions constitutes more than one fourth) except for extenuating circumstances, can place the student at risk of failing the course. Students are allowed to use their personal computers in class for taking notes only, or for their translations. **Students are expected to be prepared for each class session. A lack of preparation will result in a reduction of one’s class participation grade** (a five point deduction will be made if translations are not completed on the day they are assigned). Using the internet during class is strictly prohibited unless allowed by the professor. A violation of this rule may result in the prohibition of using computers in class. The students are expected to pay attention in class and not doing any other work for other classes.

BMATS Grading Schedule:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>91-100%</td>
</tr>
<tr>
<td>B</td>
<td>81-90%</td>
</tr>
<tr>
<td>C</td>
<td>71-80%</td>
</tr>
<tr>
<td>D</td>
<td>61-70%</td>
</tr>
<tr>
<td>F</td>
<td>below 61%</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal while passing</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal while failing</td>
</tr>
</tbody>
</table>

Classroom Decorum:

- Students are to be respectful toward other students when engaging in classroom discussion.

- There is to be no eating or drinking beverages when class is in session as this can be distracting for some students. Students may eat or drink prior to class beginning or during the break.
Course Schedule:

Jan. 28  Introduction to course; how to write an exegetical paper; Introduction to 2 Peter

Feb. 4  Introduction to textual criticism; deciphering the textual apparatus
       [Read David Alan Black’s book on textual criticism]

Feb. 11 Peter 1:1-4 [Quiz #1] [Presentation of Torah Scroll]

Feb. 18  Simeon Trust Workshop

Feb. 25  2 Peter 1:5-11 [Quiz #2]

Mar. 3  2 Peter 1:12-18 [Quiz #3]

Mar. 10  2 Peter 1:19-2:3 [Quiz #4]

Mar. 17  MID SEMESTER EXAM

Mar. 24  2 Peter 2:4-10 [Quiz #5] [TEXTUAL VARIANT PAPER DUE]

Mar. 31  2 Peter 2:11-16 [Quiz #6]

Apr. 7  2 Peter 2:17-22 [Quiz #7]

Apr. 14  2 Peter 3:1-7 [Quiz #8]

Apr. 21  1 Peter 3:8-13 [Quiz #9] [EXEGETICAL PAPER DUE]

Apr. 28  BMAA National Meeting in Gatlinburg, TN – NO CLASSES

May 5  2 Peter 3:14-18 [Quiz #10]

May 14  FINAL EXAM – 2:00 PM [TRANSLATION NOTEBOOK DUE]

* The professor reserves the right to make changes to this syllabus and course schedule at his discretion.

* The student should keep up reading in the commentary according to the verses that will be covered each class period.

* This course will meet on Thursdays from 2:00 – 5:00 PM in the Cherokee Room.

How To Do A Word Study
ANALYSIS

Step #1: Determine the word to be analyzed
- Typically these are theologically weighty main verbs in the text.
- Nouns may be studied in this way as well, but the main verbs tend to carry the meaning of a text.

- Write out the outline of the article in BAGD pertaining to your word.
- Particularly take note of whether or not BAGD includes your verse in any of the meanings it gives for your word.

Step #3: Look up your word in a concordance
- What you are looking for here is whether or not your author uses this word in any other books or contexts.
- If your author does not use this word anywhere else, check to see if other authors use this word and note the context.
- Sometimes the word you choose for study is used only that one time in the text. If this is the case, see if BAGD alludes to non-biblical usage of your word.

Step #4: Determine whether or not your word has multiple meanings.

Step #5: Look up your word in the *New International Dictionary of New Testament Theology* (NIDNTT).
- This step will help to determine the broader context of your word.
- Your word will be part of a larger word group.
- Take note of the entire article on the word group.
- Pay careful attention to your particular word in the word group to see whether NIDNTT gives a particular meaning for your word in its context.

Step #6: Look up your word in the *Greek-English Lexicon of the New Testament Based on Semantic Domains* (2 volumes).
- List the domains given for your word.
- Determine particularly which domains include your verse in the discussion.

Step #7: Determine whether your word is used with any special emotional or moral connotation.

SYNTHESIS – Here you will summarize your analysis and offer a concluding decision on the meaning you have selected for your word and why.

*How to Prepare An Exegetical Paper*
Step #1: Determine the context of your passage
- Every passage or pericope has three main contexts:
  1. Book Context
  2. Sectional Context
  3. Immediate Context
- What you are doing in this step is beginning with a broad look and narrowing it down to the context in question (what immediately surrounds your passage before and after).

Step #2: Check to see if your pericope possesses any variants.
- You will use the critical apparatus of your Greek New Testament.
- You are checking to see what variations there are amongst the Greek NT manuscripts.
- Another helpful source to use in deciphering the variants is Bruce Metzger’s *A Textual Commentary on the Greek New Testament*, 2nd ed.
- One job of the Bible interpreter is to decide which variant may be closest to the original text. One will weigh the manuscript evidence and make a decision based on one’s findings. It often comes down to a subjective choice.

Step #3: Examine the Syntax of your pericope.
- Here you will identify the words in your translation.
- You will also examine the prepositional phrases and begin a preliminary outline of the text.

Step #4: Verbal Analysis (word studies of significant words in the text)

Step #5: Literary Analysis
- Here the student wants to understand and identify the genre of his text (poetry? historical? narrative? epistle? apocalyptic?)
- This step will include an analysis of the historical and cultural setting of both the author and original recipients. This is valuable information in determining meaning of the text.

Step #6: Theological Analysis (analogy of Scripture – comparing Scripture with Scripture – What does the rest of the NT have to say about this?)

Step #7: Homiletical Analysis (making exegesis applicable)
- The job of the Bible interpreter and communicator is to move from technical examination to practical application.
- This is more than just a summary of the first six steps, but rather a synthesis and an answer to the question, “So what?”

*Student Handbook 2015-16, pp.8-9*
Plagiarism
Although any writing assignment calls for the student’s own thinking on a particular subject, a research paper, by definition, must also be related to the work of individuals other than the writer of the paper. Inherent is such a requirement is the risk of committing a serious error in writing known generally as plagiarism—an error so serious as to constitute “outright fraud” in many cases (Allan A. Metcalf, Research to the Point, San Diego: Harcourt Brace Jovanovich, Publishers, 1991).

To say that plagiarism is failure to give credit where credit is due is to oversimplify the issue. Not only must the writer cite the source of any quoted or paraphrased material, he or she must also give credit (at the very least, in the bibliography of the paper) to any source that influenced the writer’s thinking on and approach to the topic. Failure to do so constitutes plagiarism.

Furthermore, proper form is essential for adequate documentation of sources consulted or utilized. For example, the student must designate exact quotations by quotation marks (or, for longer quotes, indented single-spaced lines). Normally, exact page numbers for sources quoted should be placed in footnotes according to Turabian style—not with parentheses (the superscript number in the body should be placed at the end of each citation).

The writer should avoid excessive use of quotations. Borrowing the exact wording of another writer should be saved for the particularly eloquent expressions or for technical explanations or tedious explanations difficult for the student to summarize. Usually the student should summarize in his or her own words the content of sources consulted on a particular topic. This demonstrates that the student understands and has begun to assimilate the material utilized. However, unless this usage of sources is documented by footnotes or other means (providing the specific page numbers), the result is plagiarism. The use of writings from the Internet, when falsely presented as a student’s own work, is considered grounds for suspension from the seminary.

Paraphrasing and summarizing another writer may become plagiarism if the sentence structure or phrases of the original are used. Changing a few words with synonyms or reversing the order of words or clauses in a sentence without giving credit is plagiarism. “When you paraphrase, you must state in your own words what another writer believes or argues” (Lyn Paulos & Rosemaria Menager-Beeley, Understanding Plagiarism: A Student Guide to Writing Your Own Work, Boston: Houghton Mifflin, 2006). Summarizing involves more than omitting some sentences, words, or clauses from the original writer. Any work you submit with your name on it is assumed to be original writing, unless you indicate you are using another’s work. The rule of thumb is: “When in doubt, cite!”

*A Manual for Writers of Term Papers, Theses, and Dissertations* (latest edition) by Kate L. Turabian is the official style manual of the BMA Seminary.

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Addendum to Grk 622 Syllabus
This course is one of the highest level courses that BMATS offers at the Masters level. This means that much will be expected of you in this course. Being an upper level course also means that the course load is intense. This course is intended to advance student learning primarily through analysis, synthesis, and evaluation (although some knowledge and comprehension will be gained through the vocabulary of the book of 2 Peter, and the student will be applying what they have learned in previous Greek courses related to translation).

Course Learning Outcomes

The assignments for this course are based on the learning outcomes which are intended to help the student perform in the advanced levels of Bloom’s Taxonomy.\(^1\) The translation of the book of 2 Peter corresponds to course objectives #1, 2, 8. The exegetical paper corresponds to course objectives #3, 4, 5, 6, 7. The quizzes will help the student accomplish course objective #2. The reading from the commentary will help the student accomplish course objective #3. The textual variant analysis report will help the student to accomplish course objective #6. The mid-term and final exam correspond to objectives #1, 2, 3, 6, 8.

Program Outcomes

Every degree program at BMATS has a list of program objectives that should be obtained by each student in that program. For those in the MDiv program, this course should help the student to achieve objectives #1 (minister competently as a pastor, associate pastor, or as a pastoral counselor to a local church congregation) and #4 (understand and be able to communicate biblical and theological truths in the context of Christian ministry).

Course Syllabus Contract

\(^1\) Bloom’s Taxonomy is a chart that was developed to show the various levels of educational objectives in the cognitive domain. There are six levels on the Bloom’s Taxonomy chart. These levels begin at the lowest level of learning and rise to the higher levels of learning. The first level is KNOWLEDGE, which entails rote memory and recall of specifics. The second level is COMPREHENSION, which entails basic understanding and putting an idea into your own words. The third level is APPLICATION, which entails applying a general principle to a new and concrete situation. The fourth level is ANALYSIS, which entails breaking the information into component parts in order to examine it and develop divergent conclusions. The fifth level is SYNTHESIS, which entails creatively or divergently applying prior knowledge and skills to produce a new or original whole. The sixth level is EVALUATION, which entails judging the value of material based on informed personal values/opinions resulting in an end product without a distinct right or wrong answer. A further description of these levels can be accessed at [http://classweb.gmu.edu/ndabbyg/Resources/Resources2/bloomstax.htm](http://classweb.gmu.edu/ndabbyg/Resources/Resources2/bloomstax.htm)
I have carefully read through the syllabus for this course. I fully comprehend what is expected of me as a student in this course.

I have duly noted the due dates on the course schedule and agree that I will turn in all assignments on time.

I understand that quizzes and tests must be taken according to the course schedule.

If I am late for any assignments, I understand that they will be deducted 2 percentage points for every day they are late.

I understand that five points will be deducted from my class participation grade if I am not prepared for translations when they are due.

I understand the 1,000 point grading scale for this course, and further understand that percentage points will not be rounded up.

I understand that attending class is vital to my seminary education, and that missing class will result in 5 points deducted from my class attendance and participation grade. I further understand that three tardies is equal to one absence according to the BMATS catalog.

By affixing my signature below, I fully comply with the procedures for this course:

Printed Name __________________________

Date ____________      Signature __________________________