INSTRUCTOR: David G. Hellwig, PhD

STUDENT ACCESS TO INSTRUCTOR: Student access to the instructor is something that the BMA Seminary considers of utmost importance. We want to make ourselves available to you whether it is regarding your academics or other matters pertaining to your life that we may aid in counsel.

- Primary contact with the instructor will be accomplished via Moodle messages. Here’s how: Click the participants section of the course; choose the instructor’s name; click on "send message" under the professor's picture; type your message in the empty message box; click send message. The instructor will respond to your messages via Moodle.

- Secondary contact with the instructor is through email: david.hellwig@bmats.edu (use only as a backup to the primary contact).

- If it is an emergency and you need to talk to the instructor immediately, you may contact him by phone at his office, (903) 586-2501, ext. 211. If he is not in the office you may leave a message on the voicemail. The instructor’s personal cell phone number is (501) 626-0156. Please no calls after 10:00 PM, or before 8:00 AM.

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.
DELIVERY AND TERMS:
This is NOT a self-paced course as some other online courses with which you may be familiar. The instructor has assigned deadlines for specific assignments in the assignment schedule (see at the end of this syllabus).

TEXTBOOKS:  (Textbooks required)


5. The student should also have a good literal English translation available to them in their studies (KJV, NKJV, NASB).

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

7. The student will need to download the Teknia Greek font (www.teknia.com/freegreekfont) to their computer. The font is a free download that also comes with a template so that you know where the Greek characters and symbols are located. Once the file is downloaded, you will need to paste it to your font file on your computer. Some of the PowerPoint notes used the Teknia Greek font and so you will need the font to read the Greek characters. The student will also need to install a Unicode Greek font such as the one from Tyndale House, which is also a free download. The Tyndale font is a great font to use when typing in Greek and since it is a unicode font, it can be used regardless of the English font you are using.

8. The student will either need to purchase or have access to the following word study resources:
If the student has Logos Bible Software, BDAG and the two volume work by Louw & Nida should be part of the package.

**COURSE DESCRIPTION:** Grk 622c - Greek Exegesis 2

The description of this course in the current BMATS catalog 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. **Prerequisite: Grk 621.**" The focus of this course will be on 2 Peter in which the student will translate the entire book. The vocabulary emphasized will come from the text of 2 Peter as well as frequency lists.

**COURSE GOALS:** By the end of this course, the student should be able to . . .

- possess a complete translation of the book of 2 Peter (translation).
- master the vocabulary the Apostle Peter employs in 2 Peter, especially key words that help drive the meaning of the text (vocabulary quizzes).
- formulate an outline of 2 Peter from an analysis of the grammatical and syntactical structure of the book (translation / class lectures / reading).
- 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).
- produce sound 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).
- analyze the textual apparatus as it relates to textual variants (Textual variant paper / reading).
- utilize the necessary tools needed to exercise proper Greek exegesis.
- demonstrate a greater ability in reading, translating and interpreting the Greek text and how this can enhance one's preaching and teaching.
### COURSE OBJECTIVES/CONTENT

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<tr>
<th>UNIT</th>
<th>The Student will read all assigned text materials</th>
<th>Translations &amp; Assignments</th>
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<tr>
<td><strong>PART ONE</strong></td>
<td>commentary by Green on intro to 2 Peter and 1:1-4; Black’s Concise Guide to Textual Criticism; PowerPoint notes; reading and sight translating of 2 Peter 1:1-4 in Greek</td>
<td>2 Peter 1:1-4</td>
</tr>
</tbody>
</table>

**After successful completion of this section the student will:**
- be able to analyze the importance of the background and historical information of 2 Peter for understanding the meaning of the text.
- learn how to produce an exegetical paper that focuses on verbal, literary, theological and homiletical analysis.
- learn how to analyze and decipher the textual variants of 2 Peter for the purpose of better determining what is contained in the original Greek New Testament text.
- possess a translation of 2 Peter 1:1-4 and understand key exegetical components and the structure of the text.
- define and translate key words of 2 Peter 1:1-4 and give the parsing and declension information about those key words.

| **PART TWO** | commentary on 2 Peter 1:5-2:3; Black’s *Rethinking New Testament Textual Criticism*; PowerPoint notes; reading and sight translating of 2 Peter 1:5-2:3 in the Greek | 2 Peter 1:5-2:3 |

**After successful completion of this section the student will:**
- possess a proper translation of 2 Peter 1:5-2:3 and understand key exegetical components and begin to critically evaluate the structure and paragraph flow of the body of the letter.
- define and translate key words of 2 Peter 1:5-2:3 and give the parsing and declension information about those key words.
- continue to increase their Greek vocabulary of 2 Peter through proper translation, including parsing and declension of verb forms and nouns.
- make proper assessment of key exegetical syntax for proper interpretation.
- continue to sharpen their skills in using a technical commentary to critically evaluate an interpreter's work and comparing that to one's own interpretive skills.
- begin to make comparisons and contrasts of the NT book of Jude to 2 Peter.
### PART THREE

**commentary on 2 Peter 2:4-3:7; PowerPoint notes; reading and sight translating of 2 Peter 2:4-3:7 in the Greek**

| 2 Peter 2:4-3:7 / Textual Variant Report |

After successful completion of this section the student will:

- possess a proper translation of 2 Peter 2:4-3:7 and understand key exegetical components and critically evaluate the structure and paragraph flow of the body of the letter.
- produce a complete variant analysis from the apparatus of the United Bible Society's fifth edition and demonstrate critical thinking skills in seeking to determine the original text through the application of key textual criticism principles.
- define and translate key words of 2 Peter 2:4-3:7 and give the parsing and declension information about those key words.
- make proper assessment of key exegetical syntax for proper interpretation.
- continue to make comparisons and contrasts of the NT book of Jude to 2 Peter.

### PART FOUR

**commentary on 2 Peter 3:8-18; PowerPoint notes; reading and sight translating of 2 Peter 3:8-18 in the Greek**

| 2 Peter 3:8-18 / Exegetical Paper |

After successful completion of this section the student will:

- possess a proper translation of 2 Peter 2:4-3:7 and understand key exegetical components and critically evaluate the structure and paragraph flow of the body of the letter.
- define and translate key words of 2 Peter 2:4-3:7 and give the parsing and declension information about those key words.
- possess a complete exegetical paper on a passage in 2 Peter.
- have a complete comparison and contrast chart of the NT book of Jude to 2 Peter.
- complete sharpening their skills in using a technical commentary to critically evaluate an interpreter's work and comparing that to one's own interpretive skills.
- make proper assessment of key exegetical syntax for proper interpretation.
- possess a quality tool for preaching or teaching through the book of 2 Peter.

**CIVILITY:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Some student interactions will involve opinion which is neither right/wrong nor good/evil. Especially when responding in the forums, it is important to remember that everyone's personal values, experiences, and denominational traditions may be slightly different and to demonstrate respect for these differences.
ASSIGNMENTS DUE: Assignments are due according to the schedule presented on the course schedule and the dates presented on Moodle. Again, this is not a self-paced course and the assignments must be turned in as if in a traditional classroom setting. This instructor understands that extenuating circumstances at times can interfere with one’s academic pursuits. If you feel you have an extenuating circumstance that will not allow you to complete an assignment on time, please contact the instructor ahead of time so that he can evaluate your situation to determine if it is extenuating or not.

LACK OF ENGAGEMENT: Online courses are designed for the student to become engaged quickly, early, and to the maximum for the successful completion of the course. The instructor will follow the current Baptist Missionary Association Theological Seminary Student Handbook process of assigning the grade of “F” due to the student’s non-participation/engagement in the course.

Classroom Involvement: The students in the on campus Greek Exegesis this Spring will also be studying the book of 2 Peter. The online students are invited to join the classroom discussion via Google Hangouts On Air. The professor will send out weekly invitations via the students' BMATS email to join the Hangouts session each week. While these live sessions are not mandatory, the professor encourages the online students to arrange their schedules if possible to join the live on campus course from 2:00 - 5:00 PM on Thursday afternoons beginning the last Thursday of January (Jan. 28). These Hangout sessions will be recorded and those students who cannot join the sessions live may watch the sessions each week at a time more convenient for them. To view these videos, both student and professor must be in each other’s "circle." The professor will also schedule opportunities for the online students to have a private video session as needed. These will be scheduled once the professor knows the schedules for the students so everyone can join together.

COURSE EVALUATION FOR STUDENT GRADE:

SEMESTER GRADE COMPUTATION

There is a total of 1,000 points that may be earned through this course. The point and percentage values for each item is included below. Note that grades will not be rounded up.

- 10 Translation assignments (@ 40 pts. each)  400 pts. (40%)
- 10 Vocabulary Quizzes (@ 20 pts. each)   200 pts. (20%)
- 4 sectional assessments (@ 50 pts. each)  200 pts. (20%)
- Variant Analysis Paper                   100 pts. (10%)  
- Exegetical Paper                        100 pts. (10%)

1,000 pts.

There is one bonus opportunity during the first week of the course to have a telephone conversation with the instructor to discuss the beginning and nature of the course, as well as the student’s own expectation for this course (25 points).
FORUMS: There will be an Open Forum thread throughout this course in which students can ask questions, post things they have learned, or make other comments about the content of the course. Discussion opportunities are to be returned via Moodle. For each forum, the student must:

- have his/her name on all discussion threads
- formulate complete sentences using good English
- be attentive of civility in responses

Translation Assignments: The student will turn in 10 separate translation assignments throughout the semester as the book of 2 Peter is translated and discussed (the schedule for these assignments can be found on the last page of this syllabus). The professor will provide an electronic template that will be used for turning in these translations (an example of how to fill out this template can be found in the resource section in Moodle for this course). These assignments will be uploaded from a Word Document from the student’s computer onto the Moodle site.

Textual Variant Report: The student will prepare a report on the textual variants found in the book of 2 Peter according to the United Bible Society’s 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. An example of a variant analysis report can be found in the resource section of this course.

Exegetical Paper: The student will choose a pericope from the book of 2 Peter and produce 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 in the resource section of this course. This is a formal research paper that should be written in Turabian style using full bibliographic footnotes. The paper should include a title page, contents page, body of paper (20 pages minimum) 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. This paper is to be double-spaced, using Times New Roman, 12 pt. font. An example of an exegetical paper can be found in the resource section of this course.

Vocabulary Quizzes: The student will take ten vocabulary quizzes throughout the course of this semester. The professor will provide study sheets for each quiz on the Moodle site for this course. The words are taken from the Greek text of 2 Peter. The student will be responsible for learning the proper translation of each word and the parsing and declension information for each word. On the quiz the student will have to provide the proper translation and the missing component of the parsing and declension information. The student should not use helps when taking the quiz. The quizzes will be timed. The student will have a total of 15 minutes to take the quiz from the time the quiz is opened. The quizzes will be open from Monday to Friday during the week in which
they are due, so the students may pick the time during the week that is most convenient for them.

**Assessment Exams:** The student will have four assessment exams at the end of each section to help determine the student’s ability of grasping the material. Both exegetical and syntactical questions will be asked about the passage studied in that section. Information will come from the PowerPoint notes and the discussions about the text throughout that section (such as the Open Forum). The questions will be in essay format and will not be timed. Like the quizzes, the assessment exams will be open from Monday through Friday in the week they are due.

**STUDENT VERIFICATION:**

BMATS uses a technology called BioSig (Biometric Signature) to ensure student verification. The student will create a password in this course that uses biometrics and drawing patterns. This password will be needed to access all the quizzes and assessments, so it is imperative that the student creates a password that he or she will remember. Once the student has access to the Moodle class at the beginning of the semester, he or she will find a link to watch a short 4 minute video on how to create a password using this technology. For each assessment and quiz, the student must first sign in successfully through BioSig. If you already have a click-ID and password, you will sign in with the same click-ID and password. *If this is your first online class at BMATS, BioSig will ask you to create a click-ID and password when you attempt to sign into the first assignment that requires BioSig.*

**IMPORTANT!! IMPORTANT!! IMPORTANT!! IMPORTANT!!**

*All assignments must be turned in or completed by the due dates according to the class schedule. Failure to do so will result in a zero score for that assignment. So, pay careful attention to due dates!!*

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**Plagiarism**

The following information is taken from the Student Handbook on plagiarism (p. 8-9). Plagiarism is among the most serious academic crimes a student may commit. Even unintentional plagiarism is still plagiarism. Please make yourself familiar with the following information from the student handbook:

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 in such a requirement is the risk of committing a serious error in writing known generally as plagiarism— an error so

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 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.
<table>
<thead>
<tr>
<th>Assignment Due</th>
<th>What it's Worth</th>
<th>When it's Due</th>
<th>When it will appear on Moodle</th>
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</thead>
<tbody>
<tr>
<td>Bonus phone call Trans. of 1:1-5</td>
<td>25 40</td>
<td>Jan. 30  Feb. 11</td>
<td>Jan. 25-30  always available*</td>
</tr>
<tr>
<td>Quiz #1 Assessment #1</td>
<td>20 50</td>
<td>Feb. 12  Feb. 19</td>
<td>Feb. 8-12  Feb. 15-19</td>
</tr>
<tr>
<td>Trans. of 1:5-11 Quiz #2</td>
<td>40 20</td>
<td>Feb. 25  Feb. 26</td>
<td>always available*  Feb. 22-26</td>
</tr>
<tr>
<td>Trans. of 1:12-18 Quiz #3</td>
<td>40 20</td>
<td>Mar. 3  Mar. 4</td>
<td>always available*  Feb. 29-Mar. 4</td>
</tr>
<tr>
<td>Trans. of 1:19-2:3 Quiz #4</td>
<td>40 20</td>
<td>Mar. 10  Mar. 11</td>
<td>always available*  Mar. 7-11</td>
</tr>
<tr>
<td>Assessment #2 Variant Paper</td>
<td>50 100</td>
<td>Mar. 18  Mar. 24</td>
<td>Mar. 14-18  always available*</td>
</tr>
<tr>
<td>Trans. of 2:4-10 Quiz #5</td>
<td>40 20</td>
<td>Mar. 24  Mar. 25</td>
<td>always available*  Mar. 21-25</td>
</tr>
<tr>
<td>Trans. of 2:11-16 Quiz #6</td>
<td>40 20</td>
<td>Mar. 31  Apr. 1</td>
<td>always available*  Mar. 28-Apr. 1</td>
</tr>
<tr>
<td>Trans. of 2:17-22 Quiz #7</td>
<td>40 20</td>
<td>Apr. 7  Apr. 8</td>
<td>always available*  Apr. 4-8</td>
</tr>
<tr>
<td>Trans. of 3:1-7 Quiz #8</td>
<td>40 20</td>
<td>Apr. 14  Apr. 15</td>
<td>always available*  Apr. 11-15</td>
</tr>
<tr>
<td>Assessment #3</td>
<td>50</td>
<td>Apr. 22</td>
<td>Apr. 18-22</td>
</tr>
<tr>
<td>Exegetical Paper</td>
<td>100</td>
<td>Apr. 28</td>
<td>always available*</td>
</tr>
<tr>
<td>Trans. of 3:8-13 Quiz #9</td>
<td>40 20</td>
<td>Apr. 28  Apr. 29</td>
<td>always available*  Apr. 25-29</td>
</tr>
<tr>
<td>Trans. of 3:14-18 Quiz #10</td>
<td>40 20</td>
<td>May 5  May 6</td>
<td>always available*  May 2-6</td>
</tr>
<tr>
<td>Assessment #4</td>
<td>50</td>
<td>May 12</td>
<td>May 9-12</td>
</tr>
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* All written assignments are always available on Moodle once the semester begins, meaning that they may be turned in early or by the latest on the date that they are due.