

NTGK6317 ADVANCED GREEK EXEGESIS: JAMES
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 James
- 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 James
- 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 of James
- Understand syntactical issues as they relate to the exegesis of James
- Learn the basic principles of textual criticism in order to understand the textual variants in James

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 James
- Be more confident in interpreting the biblical text of James

Skills

Students who complete this course successfully should:

- Increase skills for translating New Testament Greek
- Increase his understanding and grasp more deeply grammatical issues in translation that affect an understanding of the biblical text James for preaching and teaching

Required Texts

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

OR

Nomum Testamentum Graece, 27th ed. (NA 27), ed. Barbara and Kurt Aland.

Craig Price. *Biblical Exegesis of New Testament Greek: James*. Eugene, OR: 2008.

Dauids, Peter H. Davids. *The Epistle of James*, in *The New International Greek Testament Commentary*. Eerdmans, 1982.

Ralph P. Martin, Ralph P. *James*, Word Biblical Commentary. Vol. 51, gen. eds. David A. Hubbard, Glenn W. Barker. Dallas: Word Publishing, 1988.

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*. 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.

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

Greek Workbook Lessons	30%
Background Paper	10%
Exegesis Paper	30%
Application Paper	10%
Class participation in Discussion Board	10%
Final Notebook	10%

1) Greek Workbook Lessons 30%: Due Date:

These lessons are located in Dr. Price’s workbook. 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% Due Date:

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% Due Date:

The student will write a paper on a selected passage of his/her choosing. The passage will be chosen in consultation with the instructor. 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% Due Date:

The third paper is an “Application.” This chapter is a polished effort, **3-4 pages single spaced**. Because the course is a three hour, advanced 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%

Due weekly

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%

Due date:

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) Textbook Lessons (in the course textbook). Include 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 James. The historical background study will include the following:

- 1) background information on James
- 2) information on the setting, authorship, readership, Jame'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. Each section should be 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 Outlining of the text. Phrase your passage based upon Mounce's principles presented in the class workbook. From your phrasing,

construct a sermon or teaching outline which reflects your phrasing. Phrasing instructions are included in Dr. Price's workbook.

- 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>

Submission of the Papers

Either: (1) submit in person a hard copy to your professor, or (2) mail to the professor’s office postmarked by the due date, or submit into the Digital Dropbox by midnight of the due date.

Submission of the Class Notebook

Either: (1) submit the notebook in person to your professor's office by 4:00 pm of the due date, or (2) mail to your professor's office postmarked by the due date.

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 your professor.

Annotated Bibliography

(from David Nystrom, *NIV Application Commentary: James*)

- James B. Adamson. *The Epistle of James*. NICNT. Grand Rapids: Eerdmans, 1976. Adamson studied under both C. H. Dodd and C. F. D. Moule, and his commentary reflects the careful study expected of one with this pedigree. Adamson argues that the style, content, and structure of the letter reflect the teaching of Jesus as transmitted through James, his brother. The letter betrays not only the environment of Palestine, but also "the home bond between James and Jesus." This is a good commentary, but is beginning to feel dated.
- Peter H. Davids. *The Epistle of James: A Commentary on the Greek Text*. NICGT. Grand Rapids: Eerdmans, 1982. This is a stimulating commentary, bristling with insights, particularly concerning the Jewish backgrounds relative to the thought of James. Davids argues that the letter reflects the conditions of Palestine before the Jewish War of A.D. 66-70. It was composed of homilies and maxims that originated with James, the brother of Jesus. He is less certain than most that James is trying to combat a Pauline or misunderstood Pauline position. Davids sees the letter organized around three great themes introduced in the double opening: rich and poor; tongue and speech; trials and wealth. While there is much to commend this view, we must admit that much of what Davids claims relates to the tongue in 3:1-4:12 is of a far more varied nature. Nonetheless, this is a splendid commentary.
- Peter H. Davids. *James*. Good News Commentary. San Francisco: Harper & Row, 1983. A shorter, more popular commentary than his 1982 publication. Given its limitations, it is a fine work; if only one of Davids' commentaries can be chosen, the other is preferable.
- D. E. Hiebert. *The Epistle of James: Tests of a Living Faith*. Chicago: Moody, 1979. Hiebert's fine commentary is intended for the student who does not know Greek but who is nonetheless serious. Hiebert sees James's chief emphasis as the testing of faith. He argues that the letter was written by James, the brother of Jesus, about A.D. 46.

- Sophie Laws. *The Epistle of James*. Black's New Testament Commentaries. Peabody, Mass.: Hendrickson, 1980. While hardly brief (273 pages), this spare commentary conveys an enormous amount of helpful information and observations with a minimum of extraneous material. Laws argues for a relatively late date and pseudonymous authorship. She believes the letter was written from Rome and is reacting to a misunderstood Pauline position on the matter of faith and deeds. Laws provides no outline for the letter, following Dibelius in seeing it as a collection of ill-fitting units of material. She does argue for a theological basis upon which its rigorous ethical teaching rests, and sees a chief contrast between the doubleness of human beings and the singleness of God. In general this is an insightful and fair-minded resource.
- Ralph P. Martin, *James*. WBC. Waco, Tex.: Word, 1988. This commentary from a distinguished scholar and former professor at Fuller Theological Seminary is richly knowledgeable and luxuriantly detailed. Martin is taken with the theory that James represents a tension involving the poor (with whom he has great sympathy) and the rich (whom he condemns); but James does not go far as to embrace the violent revolutionary plans of the Zealots. Martin has surveyed all of the relevant material and offers the benefit of his shrewd and balanced judgment. This is a first-class commentary.
- C. L. Mitton. *The Epistle of James*. Grand Rapids: Eerdmans, 1966. This dated commentary is nonetheless able to yield worthwhile observations. Mitton points out that James has been subjected to dismissive treatment and seeks to rehabilitate the letter. He does so by pointing out connections between the teaching of James and that of Jesus, Paul, and even John. He also believes that the letter was written by James, the brother of Jesus, and for the benefit of Jewish Christian visitors to Jerusalem. Like others who wish to be responsible for the evidence in James that supports an early composition as well as that which supports a late composition, Mitton argues for a two-stage development.
- J. A. Motyer. *The Message of James: The Test of Faith*. The Bible Speaks Today. Downers Grove, Ill.: InterVarsity, 1985. Motyer offers the intriguing observation that the control of the tongue is introduced in 1:26 and then expanded in 3:1-12, and the care of the needy is introduced in 1:27 and then expanded in 2:1-26, thus forming a chiasmic structure. This is a serviceable commentary, but one that places too much emphasis on the role of biological metaphors in James.
- Craig Price. *Biblical Exegesis of New Testament Greek: James*. A workbook designed to help students review their introductory Greek skills in an inductive approach. Students will also learn grammatical and exegetical concepts through an inductive approach in each lesson. Students will perform phrasing on the text and formulate outlines for sermons and teaching purposes.
- Douglas J. Moo. *The Letter of James: An Introduction and Commentary*. TNTC. Grand Rapids: Eerdmans, 1985. This is a brief but helpful commentary based on the NIV text. Moo teaches at Trinity Evangelical Divinity School.
- J. H. Ropes. *A Critical and Exegetical Commentary on the Epistle of St. James*. ICC. Edinburgh: T. & T. Clark, 1916. This commentary remains a good resource for investigations of the Greek text of James. Commentary on the argument and

- thematic content of James, already sparse, is now out of date. Ropes argues for late pseudonymous authorship.
- E. M. Sidebottom. *James, Jude, 2 Peter*. NCBC. Grand Rapids: Eerdmans, 1982. This commentary by a well-known scholar takes the position that James was written in the context of the flood tide of Pauline Christianity. Sidebottom argues that James, the brother of Jesus, is responsible for the letter, and that it was written in the decade before the Jewish War of A.D. 66-70.
- George M. Stulac. *James*. The IVP New Testament Commentary Series. Downers Grove, Ill.: InterVarsity, 1993. This recent effort by the pastor of Memorial Presbyterian Church in St. Louis is both fresh and helpful, although it is directed towards those who have not mastered Greek. The series is intended for use in the church by “pastors, Bible teachers, and small group leaders.”