PERSPECTIVE: Nothing requires a deeper level of spiritual maturity than the exegetical study of God's Word. Nothing enhances our spiritual maturity more consistently than the exegetical study of God's Word. This symbiotic reality is the primary dynamic of biblical exegesis. All teaching and learning, in the Christian and biblical perspective, must be directly related to a personal and growing relationship with Jesus as Lord. It is my prayerful intention to seek to be all the Lord purposes for me to be in leading this class; and it is my prayerful hope that you will seek to allow the Lord to so guide your study and participation that His full purpose for you might be fulfilled in this course.

PURPOSE: We will seek to actualize God's purposes for us in this course through the development of a sound methodology of biblical exegesis and its application to selected passages in Paul's letter to the Philippians.

PARTICULARS: It is prayerfully expected that your faithful stewardship and discipline in this course will be used of God to enable you to acquire the following knowledge, skills, and abilities:

- Understanding of the value of sound biblical exegesis in every phase of Christian life and ministry.
- Cognizance of the best basic resources for biblical exegesis, knowledge of their use, and ability to employ them.
- Acquisition of the necessary tools for sound biblical exegesis:
  - The ability to establish: the textual context of a passage, the literary context of a passage, the historical context of a passage, the theological context of a passage
  - The ability to "translate" the passage into contemporary life.
- Development of a sound exegetical methodology

PROCEDURES: The following will provide some of the scholarly spiritual disciplines of loving obedience and stewardship through which I trust the Lord will enable us to actualize His purposes for the course:


2. Preparation:
   - a. It is hoped that you will enter into a covenant of prayer for the class and the course.
   - b. It is urged that each period of individual study be started with prayer,
interlaced with prayer and praise and dedicated to God in prayer at its close.

c. It is expected that you will be a faithful steward of time in two areas:
   i. Consistent participation in class sessions.
   ii. Commit at least two hours to the Lord for prayer and study in preparation for each class hour.

d. It is expected that you will come to class fully prepared through disciplined prayer and study that you may be all God wants you to be in the class session.

e. It is presumed that you will exhibit graduate level competence in comprehension of reading, integration learning, and presentation of understanding.

3. Class Sessions:

   Lecture-Discussion. The major source of the learning experience will be the class session. This phase will give high priority to class discussion of the various aspects of exegesis.

   Laboratory. This phase will focus upon the application of exegetical principles to selected passages of the New Testament.

4. Written Assignments:
   These will be in the form of assigned exercises as noted in the TENTATIVE SCHEDULE, and will be due on the date listed. These are to be not more than two, typed double-spaced pages in length. (Legibly handwritten assignments will be allowed when frequent use of the Greek words or phrases is required)

5. Final Exercise:
   The final exercise will provide you the opportunity to reflect your grasp, integration, and utilization of the tools and methods of biblical exegesis. This will be a "take home" exercise.

6. The quality of written assignments and the final exercise should reflect work done "as unto the Lord" for they will reflect the cumulative results of the depth and faithfulness of your stewardship of time and study.

PERFORMANCE: Your comprehension and integration of the particulars of the course will be evaluated on the basis of the written assignments and the final exercise. A faithful, consistent, obedient stewardship of time and work, in which you seek to be faithful to the Lord's purposes for you in the course, should result in successful completion of the course.

In order to maintain integrity with those who are faithful to the learning covenant of seminar attendance and submission of work, the following actions will govern unexcused absences and late submission of work:

   Over 10% unexcused absences: 1 grade-level reduction (A to A-)
   Over 20% unexcused absences: 2 grade-level reduction (A to B+)
   Etc.
Three unexcused lates will equal one unexcused absence.
Late submission of assignments will incur a one grade-level reduction per week late.

BIBLIOGRAPHY: The following list is neither inclusive nor exhaustive. It presents a few of the basic resources for exegesis.

BIBLIOGRAPHICAL

_Bibliographical Resources for Ministry_, David Bauer, ed.

DICTIONARIES

_Theological Dictionary of the New Testament_, (10 vols.), Kittel
_Theological Dictionary of the New Testament_, (1 vol.), Kittel
_Exegetical Dictionary of the New Testament_, (3 vols.) Balz and Schneider

GREEK RESOURCES

Bauer, _A Greek English Lexicon of the New Testament_
Moulton & Geden, _Concordance to the Greek Testament_
Metzger, _Lexical Aids for Students of New Testament Greek_
Greenlee, _A Concise Exegetical Grammar of New Testament Greek_
Dana and Mantey, _A Manual Grammar of the Greek New Testament_
Brooks and Winbery, _Syntax of New Testament Greek_
Winter and Winter, _Word Study New Testament and Concordance_

TEXTUAL CRITICISM

Metzger, _The Text of the New Testament_
---------- _A Textual Commentary on the Greek New Testament_

THE NEW TESTAMENT AND ITS TIME

Bruce, _New Testament History_
Feine, Behm, Kummel, _Introduction to the New Testament_
Ferguson, _Backgrounds of Early Christianity_
Guthrie, _New Testament Introduction_
Reicke, _The New Testament Era_
Schurer, _The History of the Jewish People in the Age of Jesus Christ_, (Revision by Black, Vermes, Millar)

TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 6</td>
<td><strong>Introduction</strong></td>
<td>Hebrews 4:12-13; Mark 12:18-27; KBH Ch.1, 6; Merton</td>
</tr>
<tr>
<td>Sep 8</td>
<td>Discuss Merton <strong>Textual Context</strong></td>
<td>List Greek Sentences in Philippians*</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Assignment/Study</td>
</tr>
<tr>
<td>--------</td>
<td>----------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>Sep 13</td>
<td>Lab</td>
<td>Outline Philippians from Greek Sentences*</td>
</tr>
</tbody>
</table>
| Sep 15 | Text Establishment  | Textual Criticism  
| Sep 20 | Literar *Literary Context* | KBH 214-228, Ch 10  
|        |                | Lab  
|        |                | Diagram Phil 2:1-4* |
| Sep 22 | Lab            | Diagram Phil 2:5-8*                                |
| Sep 27 | Lab            | Define the Syntax of Phil 2:1-4*                    |
| Sep 29 | Lab            | Define the Syntax of Phil 2:5-8*                    |
| Oct 4  | Vocabulary     | KBH 240-256.                                      |
| Oct 6  | Lab            | Do a study of *fronew* and cognates*                |
| Oct 11 | Lab            | Do a study of *morph* and cognates*                 |
| Oct 13 | Historical Context  | KBH 229-239.                                      |
|        | Jewish Background |                                            |
| Oct 18 | Lab            | Identify Jewish Elements in Phil 3:2-6*            |
| Oct 20 | Hellenistic Background |                                         |
| Oct 25 | Lab            | Identify Hellenistic Elements in Phil 1:27-30*      |
| Nov 1  | Philippians 1  | Be acquainted with the Greek text                   |
| Nov 3  | Lab            | Clarify the meaning of Phil 2:1-4*                 |
| Nov 8  | Philippians 2  | Be acquainted with the Greek text                   |
| Nov 10 | Lab            | Clarify the meaning of Phil 2:5-8*                 |

---

1. That is, employ the whole exegetical process to arrive at as complete an understanding of the passage as is possible. Your **written** assignment will be steps III and IV of “Steps of Exegesis” on page 5.
Nov 15 Philippians 3 Be acquainted with the Greek text
Nov 17 Lab Clarify the meaning of Phil 3:12-16*
Nov 29 Philippians 4 Be acquainted with the Greek text
Dec 1 Exegetical Sermons KBH Ch. 11;
Dec 6 Lab Be acquainted with 2 Cor 2:14-3:18
Dec 8 Lab Be Acquainted with Rev 3:14-22

STEPS IN EXEGESIS:

I. Outline the document according to its internal structure (GK)
   A. Develop the Major Units (I. II. III. etc.)
   B. Define the sub-divisions of each major unit (A, B, C)
   C. Clarify the parts of each sub-division (1, 2, 3, etc.)

II. Work with a sub-division (A, B, etc.) as the basic unit.
   A. Establish the text if necessary (Textual Criticism)
   B. Clarify the syntactical structures of the unit (Diagram)
   C. Identify focal contextual elements and research
      1. Literary Context:
         a. Syntax--identify, determine function
         b. Vocabulary--frequency, usage, meaning
         c. Form--identify, determine use
      2. Historical Context:
         a. Historical situation of the writing
         b. Jewish background (Palestine/Diaspora)
         c. Hellenistic background
   D. Determine the meaning of the text.
   E. View the text within its larger context

III. Write out a verse by verse commentary on the unit, drawing together the material from step II.

IV. Summarize the focal message of the text (Christian perspective/lifestyle)
   A. For the original readers.
   B. For your own spiritual life.
   C. For contemporary readers.