

GREEK EXEGESIS: EPHESIANS

New Orleans Baptist Theological Seminary

Biblical Studies Division

NTGK6310, Summer 2017

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Course Purpose, Core Value Focus, and Curriculum Competencies

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. 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. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately. The core value focus for the academic year 2016-2017 is characteristic excellence.

Course Description:

This course gives consideration to text-critical, grammatical, syntactical, literary, and historical issues through text analysis of Ephesians. The course will emphasize sound hermeneutical principles for discovering the meaning of the text and for applying that meaning in teaching and preaching.

Student Learning Outcomes:

Upon completion of this course, the student will:

- Know the structure of the letter and the background and critical issues connected with the letter to the Ephesians
- Understand the central message of Ephesians by reading the text of the letter in Greek and at least four English translations and by reading at least two commentaries on Ephesians in the process of interpreting the text for himself or herself
- Develop and hone exegetical skills that can be applied to the study of other New Testament books by completing a research project drawn from Ephesians
- Recognize the importance of proper interpretation in proclamation of the Bible by developing an oral presentation based on the research project

Course Teaching Methodology

The course will involve the following methodologies:

- The material for each lesson will be introduced in a lecture format
- Students will read material in the textbooks and journal articles related to the background of the letter and related to the exegesis of the contents
- Students will participate in class discussion and group exercises during class sessions
- Students will practice the skills and reinforce the content discussed in class through classroom exercises and by completing the assigned research project

Required Texts:

Greek New Testament

Clinton T. Arnold, *Ephesians*: ZECNT. Zondervan.

One additional commentary chosen from the commentaries listed in bold type in bibliography

Course Requirements

A. Pre-Workshop Assignments (Due Beginning of Workshop):

Commentary Reading

Each student will be read Arnold's commentary on Ephesians. Each student will select an additional commentary to read from the commentaries listed in bold type in the bibliography. Email your selection to the professor and teaching assistant. Based on the two commentaries, summarize the issues involved, both evidence within the text and evidence from the Church Fathers, in identifying the author of Ephesians (two-four pages single spaced). Also summarize the relationship between Ephesians and Colossians (two-four pages single spaced).

Outline of Ephesians

Read Ephesians in four different translations, each time at one sitting. Chose two translations from Group 1 and two from Group 2. As you are reading, note what the letter reveals about the author, the readers, and the situation. Based on these readings, summarize the content of the letter. Compare the paragraph divisions in the four translations you read. Decide where you believe the natural breaks in the text occur. Write a sentence or two summary of each paragraph. Use the summary to build a detailed outline of the letter. Do not consult study Bibles, commentaries, or other tools in constructing these summaries and outlines; the summary and outline should be the student's original work. Include a statement of the translations read at the beginning of the outline.

Group 1

King James Version

New King James Version

New American Standard Bible (95)

Revised Standard Version

New Revised Standard Version

English Standard Version

Christian Standard Bible

Group 2

New International Version

Contemporary English Version

Today's English Version

Living Bible

New Living Translation

New Century Version

New English Translation

B. Workshop Assignments (Due During the Workshop):

Translation.

The student will turn in a written translation of the assigned portions of Ephesians at the beginning of each class period. A daily grade will be given on translation and classroom participation.

Journal Articles

The student will write a one-page, single-spaced abstract of four journal articles. The articles must be from scholarly journals, that is, those indexed in ATLA or a similar scholarly database (check with the library on how to access EBSCO Host, if you don't know how to access these databases). The student will select four articles related to the up-coming reading in Ephesians.

The articles will be due at the beginning of class on Monday through Thursday. An abstract should include the bibliographic information about the article, a sentence or two about the author, a paragraph explaining the thesis and arrangement of the article, a short summary of the major sections, and finally a summary of the author's conclusions.

C. Post-Workshop Assignments (Due After the Workshop):

Research Paper Due August 17, 2017

The paper should be 15-20 pages double-spaced. Use the *SBL Handbook of Style* (the *Student Supplement for the SBL Handbook of Style*) or Turabian for footnotes and style or formatting issues. Include a table of contents and a selected bibliography (all works cited, plus selected additional works that are found to be helpful). The content of the paper should be as follows:

1. Describe the problem that you are addressing
Chose a problem that relates to Ephesians. It can either be an exegetical problem within Ephesians or a problem within the seminary, church, or larger society the solution to which can be found in Ephesians (or at least an understanding of Ephesians will advance a solution to the problem).
Be specific rather than general.
2. Outline the existing research
Summarize how other writers have deal with your problem. Be sure to include commentaries, but also include journal articles and other books. Include assigned readings and class lecture/discussion, but do not limit yourself to these sources.
3. Propose a solution
The solution must be your own, though you can show how other writers influenced you. Be specific.

Students must turn in a preliminary research question no later than Friday, July 14.

Evaluation:

1. Outline of Ephesians. (15%)
2. Journal Articles. (20%)

3. Commentary Reading. (15%)
4. Translation. (15%)
5. Research Paper. (35%)

Class Schedule

Monday, July 10

1:00-4:00

Background and Overview of Ephesians

6:00-9:00

Translation and exegesis, 1:1-23

Tuesday, July 11

8:00-11:00

Translation and exegesis, 2:1-22

1:00-4:00

Translation and exegesis, 3:1-13

Wednesday, July 12

8:00-11:00

Translation and exegesis, 3:14-4:6

1:00-4:00

Translation and exegesis, 4:7-32

Thursday, July 13

8:00-11:00

Translation and exegesis, 5:1-14

1:00-4:00

Translation and exegesis, 5:15-6:9

Friday, July 14

8:00-11:00

Translation and exegesis, 6:10-14

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- Wright, Tom. *Paul for Everyone: The Prison Letters: Ephesians, Philippians, Colossians, Philemon*. New Testament for Everyone. Louisville, KY: Westminster John Knox Press, 2004.