

GREEK EXEGESIS
NT5150
MINI-SYLLABUS
Spring 2026

Note: This syllabus is the “mini-syllabus” and is not to be confused w/ the large syllabus that contains all the class-lecture notes, biblio, various articles, etc. This large syllabus will be posted on “Canvas” and is needed for all the class lectures. For the first day of class, the student should be prepared w/ either a hard-copy of the large syllabus or have it downloaded to his laptop.

Prerequisites: Must have passed (D- is good enough) both Greek 1 & 2, or have transcript for six hours of graduate Greek credit, or passed RTS exemption exam(s).

Required Texts:

Trinity Psalter.

UBS or NA or THGNT Greek NT text. No interlinears.

Metzger, Bruce M. *Lexical Aids for Students of New Testament Greek*. 3d ed. n.p.: Allenson, 1969.

Wallace, Daniel B. *The Basics of the New Testament Syntax: An Intermediate Greek Grammar: The Abridgment of Greek Grammar Beyond the Basics*. Grand Rapids: Zondervan, 2000.
[If student already has Wallace’s *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament* {Zondervan 1996}, this will work.]

Rogers Jr., Cleon L., and Cleon L. Rogers III. *The New Linguistic and Exegetical Key to the Greek New Testament*. Grand Rapids: Zondervan, 1998.

Cara, Robert J. *1 & 2 Thessalonians*. EP Study Commentary. Webster, NY: EP, 2009.

Recommended Texts:

* Silva, Moises, revision ed. *The New International Dictionary of New Testament Theology and Exegesis*. 5 vols. Grand Rapids: Zondervan, 2014. This is an update of Brown’s *The New International Dictionary of New Testament Theology*. Two other good options are Balz & Schneider, and Spicq. All of these are on reference shelf in library. If you have one of these works, “Big Kittel” is not necessary.

* Logos or Accordance or “old” Bible Works.

Purpose of Course

* To prepare students to begin serious exegesis of Greek text. This will be done by:

* Re-enforcing and adding to current Greek vocabulary. Remember, Mounce was “vocab lite.” (*Lexical Aids*)

- * Re-enforcing and adding to current Greek syntax. (*Syntax*)
 - * Translating weekly portions of writings of John, Mark, and Paul.
 - * Learning various exegetical principles from translated portions.
 - * Introducing students to various standard exegetical tools (e.g., Bible programs, lexicons, grammars, exegetical dictionaries, commentaries).
 - * Giving students six categories of hermeneutical methodologies to determine modern meaning for sermons; i.e., hermeneutical preaching-theory.
- * Course objectives as coordinated with MDiv Student Learning Outcomes are shown at the end of this document.

Class Structure

- * Each week students will be assigned a text (\approx 8 verses) that they have to translate / parse (bring *personal* notes to class) and prepare a “logical progression.” Also, each week the student is to review the assigned vocab and noun/verb endings. In addition, the student is to read the assigned portions of *Syntax*.
- * The first several weeks will primarily consist of formal lectures related to hermeneutical methodologies for preaching. Also included will be *brief* analysis of assigned texts.
- * Subsequently, most classes will consist of detailed analysis of assigned text along with hermeneutical implications for preaching. Also included will be an introduction of a various exegetical tool and its use related to the assigned text.
- * Quizzes will be taken at the beginning of each class.

COURSE REQUIREMENTS

Graded Requirements

- * Quizzes: 40% of grade
 - * There will be a quiz most weeks on appropriate vocab, *Syntax* reading, noun/verb paradigm, and translation and grammar of assigned Greek text. (No quiz first week.)
 - * All quizzes are cumulative except for translation portion.
 - * “90% rule.”
 - * Drop one quiz (No make-up quizzes.)

* Final: 15% of grade

* All vocab, grammar, and noun/verb paradigms are fair game. Translation will be from an unassigned Greek text; however, dictionary, *Syntax*, and *Key* may be used. Questions related to the lectures will also be included.

* “90% rule.”

* Commentary Reading: 5% of grade

* Read Cara’s Thessalonians commentary. Reading is to be completed by time of the final.

* Exegetical Paper: 35% of grade

* This should be a serious research paper that is designed to pass presbytery.

* 12-15 typed pages.

* Paper must be on a Pauline or Hebrews pericope, excepting 1 Thess 1:1-2:16, which is covered in class.

* Paper should exegete the Greek text aiming for the meaning to the original audience. It should include minimally any text-critical difficulties, appropriate introductory matters *if* it relates to exegesis, discussion of the surrounding context, *must* include in Greek the logical progression of the pericope, etc. Use secondary sources to inform but not to dictate your exegesis. Clearly state the main point of the pericope and sub-points.

* Papers should have the following general outline: Do an analysis of the overall logical-progression with some clause-level discussion to determine the main point and sub-points (1/2 paper); and a very detailed analysis of one small section of the pericope and may include theological implications, relationship to other portions of Scripture, etc. (1/2 paper).

* Due in class on the last day of class (32.2 f/s/s).

* Class Attendance / Participation: 5%

* To get credit for each class, must have your personal translation notes (including parsing), logical progression, and participate (intelligently) in class discussion as appropriate.

* One miss or non-preparation for class allowed.

Non-Graded Requirements (unless one does not do them!)

* Bring to class: Greek text, *Key*, *Syntax*, and Cara Syllabus.

* Bring and sing Psalter!

Course Objectives Related to MDiv* Student Learning Outcomes

Course: Greek Exegesis

Professor: Robert J. Cara

Campus: Charlotte

Date: Spring 2026

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	<ol style="list-style-type: none"> 1. Student submits serious academic Greek Exegesis paper. 2. Must include both conservation and critical viewpoints.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	<ol style="list-style-type: none"> 1. Each week student exegetes 8 verses of Greek NT.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	<ol style="list-style-type: none"> 1. Reformed sermon hermeneutics are included.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	<ol style="list-style-type: none"> 1. Psalm singing in class.
Worldview	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	None	
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Minimal	<ol style="list-style-type: none"> 1. Exegesis paper should reflect appropriate respect for other viewpoints.

Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	Minimal	<ol style="list-style-type: none">1. Reformed sermon hermeneutics are included.2. Exegesis of NT texts.
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RTS Charlotte Classroom Technology Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.

RTS Charlotte

Student Instructions for Exams with LockDown Browser

1. Install the LockDown Browser application on the computer you intend to use for exams, prior to sitting for the exam, using this link:
<https://download.respondus.com/lockdown/download.php?id=998253613>
 - a. This link is ONLY for RTS students and covers Mac and Windows applications.
 - b. Be sure that you are able to log in to your Canvas account from the LockDown Browser before the day of the exam.
 - c. If you use internet filtering software (for example, Covenant Eyes) you may need to disable it before beginning an exam with LockDown Browser. Some types of filtering software can block your computer's connection to Canvas. Also, please be sure to add an exception for our Canvas URL: <https://rts.instructure.com>
2. The exam proctor should not be a current RTS student (current = taken a class within the past year but not yet graduated) or a member of the library staff.
3. The proctor must observe the student taking the exam and ensure that there are no devices or resources available other than the computer being used for the exam.
4. Access the exam during the date window specified for that exam.
 - a. Sign in with the proctor.
 - b. Start the LockDown Browser application using a wired or known reliable Wi-Fi connection. We do not recommend using restaurant or coffee shop Wi-Fi to take exams.
 - c. Have your student ID number and proctor details available to input into the exam.
 - d. Log in to your Canvas account.
 - e. Navigate to the exam. You will not be able to access the exam with a standard web browser. For additional details on using LockDown Browser, review this [Student Quick Start Guide \(PDF\)](#).
 - f. The time clock will begin once you open the exam.
 - g. The exam must be completed in one sitting. You may not exit and return to the exam later.
 - h. The exam will contain questions regarding an honor pledge, and certification that your proctor was present during the entire exam period.
 - i. Sign out with the proctor.
5. Proctors may be contacted to verify information regarding exam administration.
6. In the rare case of a technical issue (for example, if power goes out during exam) the proctor will document the date and time when the issue was reported. Once you open the exam using the LockDown Browser, you will not be able to access other programs on your computer.