

Mr. Thomas Ross
trkjbaptist@gmail.com
<http://faithsaves.net>
<http://sites.google.com/site/thross7>
<http://sites.google.com/site/faithalonesaves/salvation>
(262) 271-3533

Reading and Syntax in the Ephesians (NT 532) Assignment Schedule

TTh October 1-December 5

T-Th, 8:00-8:50, ten min break, 9:00-9:50; chapel is at 10:00-10:50, class 11:00-11:50.

Week #1

October 1: Welcome to 1st semester seminary Greek! Please note that assignments are due the DAY OF listed below. They are NOT assigned on the date listed. I am not listing specific days to read Hoehner's commentary on Ephesians below. You are responsible to read the material in the commentary from Ephesians 3:1-6:24, and by the time we get to Ephesians 5:15, you need to have read the relevant section of the commentary before we exposit that part of the text in class. You are also required to read pgs. ix-xii & 61-114 of the introduction. We are probably going to go through chapters one and two in class and then skip to 5:15, because I want to be sure we cover the material in Ephesians 5-6 if at all possible. If we finish chapters 1-2; 5:15-6:24 and still have class time left, we will go back and use the rest of our time to cover the rest of the book. Thus, as we are getting into chapter two in our translation, you want to be sure you are getting into chapter five in Hoehner. I am not requiring you to read the entire commentary because it is 930 pages and I want you to be able to go to sleep at night, but you can read the entire thing if you wish, and if you do so, you will get extra credit on your homework grade.

October 3: Ephesians 1:1-14; *Greek Grammar Beyond the Basics* (GB), Preface (i-xxii) + 1-36; DA 1-43 (remember that you only have to read DA carefully if you have not read the book before. If you read it in second year Greek, you only need to skim it well enough to refresh your mind about how to diagram the different constructions mentioned). **Note that in week 5 + 6 you have to diagram significant passages of the book of Ephesians. You should start that EARLY because you will NOT be able to do it well, or get it done at all, if you wait until the last minute. You need to have that done on time because you will be preaching a sermon from your diagram, and you can't do that assignment if you don't have a diagram! You also should be thinking about your word study early. You can't do that well at the last minute either.**

Week #2

October 8: GB 37-136, Ephesians 1:15-23. DA 44-75.

October 10: No class; Monroe Parker lecture series.

Week #3

October 15: *Ephesians 2:1-10*. (GB 137-205—The Dative Case+Accusative Case); Read Leedy's handout on Diagramming + my notes on Leedy.

October 17: no class lectures, but Syntax quiz over GB reading (1-71 & 72-136) is due.

Week #4

October 22: *Ephesians 2:11-3:10*; *Ephesians 3:11-21*; DA 76-111.

October 24: *Ephesians 4:1-32*.

Week #5

October 29: *Ephesians 5:1-17*; *Ephesians 5:18-24* (GB 206-254—Article part I). Word study topic from *Ephesians* must be approved by this date.

October 31: No class lectures, but Syntax quiz over GB reading (137-205) & Translation/parsing test, *Ephesians 1-2* due. Translation/parsing tests all also include questions about the content of the passages, as learned about in class lectures. Write out three memorized Greek verses from the book of *Ephesians*.

Week #6

November 5: *Ephesians 5:25-33*; Diagram *Ephesians 5:18-33*; (GB 255-290—Article part II & 291-314—Adjectives); Syntax quiz over GB pgs. 206-254.

November 7: *Ephesians 6:1-9*; (GB 315-354—Pronouns; read whole chapter; 356-390—Prepositions; read whole chapter. Be able to correctly translate the prepositions if/when you see them in Greek—you do not need to memorize every one of the definitions). Syntax Quiz over GB 255-314.

Week #7

November 12: *Ephesians 6:10-24*; Also diagram *Ephesians 6:10-20*. (GB 390-406—Person & Number & 408-441—Voice & 448-493—Moods); Turn in sermon outline from diagrammed passage.

November 14: No class lectures, but translation/parsing test, *Ephesians 3-4* & Syntax quiz over GB reading (315-390).

Week #8

November 26: Syntax quiz over GB (390-493). Word study from *Ephesians* due.

November 28: no class. Thanksgiving break. "In every thing give thanks: for this is the will of God in Christ Jesus concerning you." (1 Thessalonians 5:18).

Week #9

November 29: Translation/Parsing test, *Ephesians 5-6*; Expository sermon due from diagrammed passage. It should be at least 30 minutes. Turn in your notes from the sermon and also your actual sermon as an Mp3 file or equivalent. Diagramming test, *Ephesians 5:18-33*; *6:10-18*.

December 1: Semester GB exam is pgs. 1-390, thus not included the last syntax quiz (390-493). Review + prepare for test over all GB covered so far; no new GB reading or

translation work. If there is time, we may have presentations of one or more student's word studies.

December 2: You finished the course! Congratulations!

GB=*Greek Grammar Beyond the Basics*, Daniel Wallace. Unless you are specifically told otherwise, you need to read the entire textbook. You can skim the footnotes. (No questions on syntax quizzes will be required from the footnotes, although there will be extra credit questions from them). Starting on page 726, there is an important section called "Syntax summaries." This section will be very helpful to you as you study for quizzes and tests on syntax. The "cheat sheet" on pgs. 765-769 will also prove helpful to you for studying purposes and for the purposes of exegesis when we are examining passages.

DA=*Diagrammatical Analysis*, Lee Kantenwein. You do not need to read the sections on diagramming Hebrew, but you must read everything else, unless you have already read this book before (that is, if I taught you Greek before and you had to read it). Then you can skim it/review what you need to review to diagram.

Course Goals:

- 1.) Love and obey God more, and grow in conformity to Christ, as you learn His Word better (John 17:17).
- 2.) Improve your ability to read passages in the Greek New Testament with ease.
- 3.) Understand and utilize Greek syntax for understanding God's Word.
- 4.) Increase your base level of knowledge of forms, vocabulary and principal parts.
- 5.) Learn how to do Greek word studies using computer tools and other means.
- 6.) Learn how to diagram the Greek New Testament, and learn how to transform diagrams into expository sermon and teaching outlines.
- 7.) Learn how one can access extra-Biblical Greek Koiné literature and how it can impact the interpretation of Scripture.
- 8.) Increase your ability to do careful, grammatical-historical exegesis of Scripture, and experientially apply what you have exegeted.
- 9.) Be able to use #1-8 for sermon preparation and other forms of teaching the Bible.

General information about assignments:

- 1.) Don't forget that learning God's Word is a spiritual endeavor. Pray over the material and ask God to enable you to grasp what you are studying. Use your studies to draw closer to God.
- 2.) All assignments are to be finished before the class period in which they are due. You must be prepared to translate and answer syntax questions about passages in class. Those who have not completed translation assignments will receive a grade deduction for that day. Inability to translate or interact with the text will be recorded and affect your grade.
- 3.) There may at any time be an unannounced pop-quiz over material due up through that time.

4.) All work missed in class must be made up in a timely manner. It is your responsibility, not the teacher's, to make sure this happens. All course requirements must be satisfactorily completed in order to receive credit for the course.

5.) Make sure you stay up-to-date on the assigned reading. It is a course requirement. Students who keep up tend to do much better than those who fall behind. When you do your reading sheet, and your parsing sheets, you must put an asterisk in red pen/pencil on the margin of reading/parsing that is not done by the due date, and by the asterisk indicate how many days after the due date the assignment was done. Don't fall behind. (However, if, God forbid, you do fall behind, do the work anyway; getting docked for being late is far better than getting a 0% on any assignment. Also, if you fall behind, catch up ASAP instead of giving up or deciding to feel overwhelmed. God can help you get everything done—"I can do all things through Christ which strengtheneth me," Philippians 4:13.) Make sure to record all the time you spend reading, as well as time you spend translating, studying, and doing everything else related to this class on the reading sheet. (In addition to student accountability, part of the point of the reading sheet is to help the professor grasp how long everything takes the students, so if not everything is recorded, that value is lost.) You should also total the time spent on each particular assignment. If you do not follow the procedure of reading the passage three times, as described below, record that in red pen on the reading sheet as well, and record what you did instead of following the required procedure. When the semester is over, you must total up all your times and put the total at the bottom of the reading sheet, as well as writing: "I have completed all course assignments" and signing your name, or writing "I have completed all course assignments except for . . ." and writing whatever you did not complete, and then signing your name.

6.) Translation/parsing and any other translation related material is to be turned in on the day of translation tests. After you take your test and turn it in, get the parsing sheets, translations, etc. that pertain to that material and turn them in also.

7.) When you take translation/parsing tests, you are very likely to end up grading the tests of other students. When you grade, please follow the following procedures. A.) In boxes with vocabulary and parsing, write in the correct parsing in red pen, not just an "X." Each word in a box that contains and requires parsing is usually worth three points. In such a case, each thing wrong is -0.5, whether something is left out in parsing or stated incorrectly (e. g., stating a verb is 3rd plural instead of 2nd plural would be -0.5; stating a verb is 1st singular instead of 3rd plural would be -1; and stating a participle is a neuter singular nominative when it is a masculine plural accusative is -1.5). Each thing added (say, stating that an infinitive, which does not have a person, is a 1st person infinitive) is also -0.5. The only exception is if a lexical form is off by one letter (for example, if the lexical form of a word is πλήρης, and a student writes πλήρες), then take off -0.25 instead of -0.5. More than one letter incorrect is always 0.5. B.) After grading, total the number wrong and put it over the total number of points, and also write the number wrong. For instance, in a test that is out of 50 points, if the person you grade misses three, please put both -3 and 47/50 on the top of the test. Tests that have extra credit points should not have the extra credit included in the total. For instance, if that same test had a total of 55 points, but the last five points were extra credit, the student who receives a net total of -3 should still have 47/50 put on the top of the test, not 52/55. C.) Please always put "corrected by" and your name in a readable way on the bottom of whatever

you grade. You should also always do grading in red pen. D.) If you have a question about how to grade something, put a question mark by that question, and do not count wrong whatever you have a question on. For example, if there is a two point question where you have a reasonable lack of clarity on whether the person you are grading has answered correctly or incorrectly, and you are sure that four other points have been missed on a 70 point test, you would write “-4 ?” and “66/70 ?” on the top of the test as well as writing a question mark by the two point question. This is in contrast to assuming that the question with the question-mark is included as incorrect; thus, you should write, in the example above, “66/70 ?” rather than “64/70 ?” with a question worth two points on which you are unsure.

8.) Note also, in relation to translations on homework, that you need to put COMPLETE parsing on words on your parsing sheet, that the definition that is given on the parsing sheet should be the definition of the lexical form (that is, if a verb means “to send,” you would write “to send” after the lexical form of the word on the parsing sheet, rather than the parsed form; you would not write “I have sent” after a first person aorist verb in the definition section, but “to send,” as you would for all other particular forms of that verb.).

Translation Procedure:

1.) Read the passage out loud, without looking up anything—just see how much of the passage you can recognize.

2.) Read the passage through again, looking up all vocabulary you don’t know. You would be wise to make a vocabulary card for each word you look up so that you will have an easy way to review the vocabulary of the passage before you take the translation test. Also, parse any word that you do not immediately recognize, and determine the usages of participles, infinitives, and nouns (unlike in second year Greek, you are responsible to know these from the first day of class. Indeed, syntax questions will cover all areas of syntax in the book of Ephesians from the first, not those only which we have covered during class; this course, as a third year Greek class, assumes that you gained knowledge of syntax in your second year.). Record the difficult ones on parsing sheets. Again, you are recording information that will enable you to study efficiently for the tests. *If you try to save a few minutes by not writing everything down on your parsing sheet that you don’t know, you will pay for it when you are tested (even apart from your grade on the homework itself).* Write down your translation, but do not lean on it as a crutch. Remember you are trying to develop your ability to *read* and *understand*, not merely translate. As you read the text, you are to analyze it. An analysis of a particular word means:

	Lex Form	Case	Use	Tense	Voice	Mood
Noun	X	X	X			
Verb	X		X	X	X	X
Participle	X	X	X	X	X	X
Infinitive	X		X	X	X	Infinitive
Adjective	X	X	X	What does it modify?		
R. P.	X	X	X	What is its antecedent?		
Conj./Prctl	What kind of clause does it introduce? What is the verb of the clause?					

For nouns, participles, etc. you should also be able to state which category in Wallace the words fit under, and why.

3.) Take a break before reading the passage a third time, in order to give yourself a chance to forget what you do not know well. If you can read the passage smoothly several hours after you last looked at it (preferably overnight), you can be assured that you know it well.

4.) The only helps you can use are your grammar, lexicon, Exegetical Key, and Mounce's *Morphology*. All other helps are **off-limits** until **after** you have diligently worked through the passage three times without them. Once you have written down your parsing information and translation, you may check both using any helps you have. Examples include the English Bible, interlinear translations, analytical and reader's lexicons, computer software, etc. On passages that are given above in *italics*, you CANNOT use the *Exegetical Key* as a help—only the lexicon can be used, your grammar book by Wallace, and *The Morphology of Biblical Greek*, by William D. Mounce. You may work together with your classmates, as long as each of you makes an honest effort to do **all** the work assigned. If you work with other students, indicate the name(s) of whoever you worked with on the work that you did together. Work that is not designated in this way will be assumed to be all done on your own, and this assumption must be true for your work to be honest.

5.) The primary value of this course will come from the time you spend on your assignments **outside** of class. The class sessions will unquestionably be the most beneficial to those who are working hard and come prepared.

6.) Verses listed in the assignment list are the ones you are supposed to translate. You can write on your syntax sheet and translation in class as we are looking at a passage in class, but only in **red pen**, to distinguish material added in class from what you wrote before class. In fact, you definitely need to correct what you have wrong on your parsing sheet when we cover a passage in class in red pen—when I go over your homework, if I see uncorrected wrong parsing on your homework, it will negatively affect your grade more than if you parse a few things wrong but then you correct them. (Of course, you need to have as your goal not to parse anything incorrectly in the first place.) Also, *after* you have gone over a passage 3x, and written everything down, you can, as already mentioned, use any tools you like to make sure that you understand all the parsing and everything else about every word in the text (and make changes in red pen). It is important to do whatever is necessary after you have gone over the passage 3x and before you are tested to be sure that you understand everything about the translated passages. There simply is not enough time in class to exhaustively discuss everything about every single word we are going to be translating, but you need to know that you have the correct parsing, etc. for all of it before getting tested. Also, as we discuss syntactical issues and other exegetical material in class, you should be sure that you know what we talk about, as some of it will show up on tests. You should take notes on what is discussed in class along these lines, either on your parsing sheets, translations, syllabus, or in a separate location.

7.) You will memorize three verses of the Greek text of Ephesians. You can choose which verses to memorize. You will write these verses out verbatim in Greek. You can use verses that we translate in class (which is a good thing, as we are scheduled to

translate the entire book). They should be continuous text (three verses in a row), unless you speak to me personally and get permission to do something else.

8.) Some assignments (e. g. the word study) will require that you use the lexica BDAG and Liddell-Scott that are in the library. Make sure that you note these assignments ahead of time, because, unless you own a copy of these lexica, you will have to use the library copy. **The library copies of these books may NOT be checked out, but must be left in the library.** If you borrow one of these books from the library, your grade for these assignments will be lowered, because you have hindered the ability of other students to get their work done. You can actually find an unabridged Liddell-Scott online and download it for free; I have posted a link to the website where this can be done on my website. Downloading this lexicon is certainly a good idea.

9.) Purchasing computer Bible software is not required for the course, but the word study and sermon/teaching assignments will be easier to do with such software. The best Bible software in the world is *Accordance*, which is available at <http://accordancebible.com>. It is designed for the Macintosh, but can be run on Windows. The best software specifically designed for Windows is *Bibleworks*. *Logos* is not bad, but it is more of a tool for amassing an electronic library, and it does not have as many search features as *Accordance* or *Bibleworks*. If you want *Logos* for its library features (which are very good), the professor may be able to get you \$10 off of your purchase if you let him know you are going to buy the software. (I asked *Accordance* and *Bibleworks* about discounts, but they would not give me any.) The free Bible software that we will look at during the semester (we will also plan to look at *Accordance*) is the *Online Bible* by Ken Hamel, which can be downloaded. There is a version that can be purchased cheaply that has a lot of additional commentaries, etc. If you prefer a different free program, such as *E-Sword*, that is fine, but if you want help from the professor on how to use other programs, such assistance will be very limited, as I only own and use *Accordance*, *Logos*, and *Online Bible*. When you do your word study, all references in the NT that are related must be looked up, both forms of the word itself and closely related words (for example, a word study of the verb πληρόω in Ephesians 5:18 would also involve looking at the noun πλήρης and the verb ἀναπληρόω, as a minimum. Louw-Nida can help you see what words are related.) If there are not a lot of references for your word you should also look at the LXX.

10.) If you read 15+ verses in the Greek New Testament a week (you can use your Exegetical Key and other tools) as part of your devotions, starting in some book of the Bible and continuing through it, taking notes in the margin of your text, in a journal, etc., for the nine weeks of the course (and turning whatever notes you took in at the end of the nine weeks—I'll return your Bible if you turn it in, don't worry), I will give you 5% extra credit for the course. You do not need to write out a translation, parsing information, etc. on a separate piece of paper if you are doing this; just take notes in your margin as the Lord opens your eyes to the wondrous things in His Law (as I hope you already take notes on your English Bible reading). You can substitute diagramming five verses a week instead of translating fifteen. Passages read or diagrammed must be continuous (in other words, you can't just look for the five shortest verses in the NT and diagram those, etc.). I am doing this, even though you will be translating text outside of the book of Ephesians (and I would prefer that you do not do Romans either, at least if you plan to take my seminary course on Romans in Greek here at BCM) because I very strongly want

you to get in the habit of reading the Greek New Testament, so that you continue to do it *after* this course is over, and so that you keep doing it from this time henceforth until the Rapture or the Lord takes you home. If you keep Greek up in this manner, your understanding and facility in the language will get better and better over time (so translation will get easier and easier), and you will continually discover more and more of the wonderful riches in God's Law. You will also be significantly less likely to make the kind of exegetical fallacies (which, when they are preached, grieve the Holy Spirit, as He will not bless what He did not say) in preaching and teaching that are made by men who took Greek, never kept it up, and then can do nothing but look up a few words here and there without really knowing the language. (These people are also often the ones who criticize the Authorized Version for mistranslations that are not really mistranslations.) If you do not keep using your Greek after this class is over, it is very likely that you will forget what you have learned, and the extremely valuable tool for preaching, teaching, feeding your own soul, evangelism (haven't you talked to cultists who say "the KJV is wrong, the Greek really says" when they don't know what they are talking about?), writing theological works, translating the Bible into other languages as a missionary, etc. will be lost to you. If you miss a week, you can catch up the next week, but if you don't do at least 45 verses in three weeks, you cannot get the entire 5% extra credit. The point is to have a time, once or more a week, where you read the Greek NT, not to conduct a massive translation of 108 verses in the last week of the course to get some bonus points. If you get into the habit of reading the Greek NT (as I did in Bible college), you will be able to, over time, read more verses in the same amount of time, and eventually you will read through the entire Greek New Testament (and there are not many more worthy goals than this). Your professor started, as he recalls, with 20 or so verses a week when he was at Fairhaven Baptist College, and now he reads c. 40-50 verses a week in the Greek New Testament, and is on his third time through the Book. One caution: Do *not* stop reading, memorizing, meditating upon, doing spiritual warfare with, etc. the English Bible because you are reading Greek as well. You still have the Old Testament, and you need the speedier coverage you get from reading the New Testament in English. Consider the amount of time you spend reading the Bible in comparison to the amount of time you spend eating. Can you say with Job, "Neither have I gone back from the commandment of his lips; I have esteemed the words of his mouth more than my necessary *food*" (Job 23:12)?

11.) As a reminder again (students seem to forget to do this), at the end of the semester when you turn in your reading sheet, you will need to write at the top of your reading sheet whether you finished every assignment, or whether you did not, and if you did not, specifically what you did not read. Do this in red pen. If you do not do this, I will assume that you did NOT do all the assignments, and that large numbers of them were not done on time. Any assignment not done on time should be written in red pen on the reading sheet, and the number of days late should be written next to the assignment. I want you to record on your reading sheet the times you spend translating, studying, etc. as well, both so that I know how much studying you are doing and so that I get a sense of how much time students spend working on the course overall. Also, please note that if we discuss something in class and you fill in the answers then, that must be distinguished from turning work in late. If you do it in class as we discuss it, you must write "did in class on date X" instead of "late, by X days, did on 00/00/00." Late work must also be

recorded not on the reading sheet alone, but also on the late work turned in itself. If it is not, your grade will be very seriously affected for the worse. Also, if you do not answer syntax questions in the syllabus, you need to write, in red pen, the number of questions, up to that point, that you did not answer in the syllabus. (That is, if you don't answer one question, in that question you write "1/1," and if, later in the semester, you don't answer two more, you write "2/2," then "3/3" in the respective questions. If you need to do this, you should still write the correct answers in the syllabus during class in red pen.) Some of the syntax questions are harder than others, and you can not know the answers to three of them over the course of the semester and still get a 100% homework grade (less than three can get you over 100%; more than three will start to get you docked off).

12.) You should be looking ahead on your assignment sheet to see what days more work is due than others and fitting the assignments into your schedule. If you know you have something big coming up that will prevent you from getting all your work done the night or two nights beforehand, get work done ahead of time to free yourself up.

13.) When you turn your audio file in for your sermon (men) or teaching (women) assignment, it is essential that your file is in a format I can listen to. Mp3 files are fine and easily accessible. I can listen to .wmv files that work on Windows Media Player. If you are old fashioned and you want to put the file on a cassette, that is fine—I can listen to it. If you don't know anything about computers, tape players, and so on, and don't know how to record anything, you need to get someone to help you sooner rather than later, because if I can't listen to your assignment because you didn't figure out how to record it, or because the recording is so soft that I can't hear anything, or you have other technical difficulties, you will be counted as turning your assignment in late on whatever day you turn in what I can actually listen to, even if you turned in something that was not able to be listened to on or before the due date. I am not a computer genius, and I cannot guarantee that I will be able to figure out what to do with an audio file in some unusual format. Also, please make sure your file can be copied and transferred into my possession from your computer; I am not going to take your computer with me to listen to your file because you do not know how to get it off from it.

14.) Please feel free to talk to me, e-mail me, or call me if you have questions about anything. I want to help you honor God as you learn the most you can in this class for His glory. Please be aware, though, that our home phone, a cell phone, is not always on me, and that I cannot guarantee that I will check and be able to return e-mail every day, as we do not have Internet in our house, so whenever possible please try to ask me whatever you need to ask before the last minute so that I have a chance to respond.

Grading system:

Diagram test: 10%

Other Homework (everything turned in, including reading sheet (which includes Hoehner. If you read the *entire* book by Hoehner, including the portions that are not assigned, you can get extra credit on your homework grade.), translations, syntax sheets, and diagrams, besides the sermon and the word study. The three verses you memorize and write out also count in here.): 20%

Oral translation and analysis in class: 5%

Sermon (outline, notes, and audio): 15%

Syntax Quizzes (Syntax final =2 normal tests): 20%

Translation tests: 20%

Word study: 10%

Potential extra credit for reading 15 verses a week or diagramming 5 a week: 5%

Ἄξιός εἰ, Κύριε, λαβεῖν τὴν δόξαν καὶ τὴν τιμὴν καὶ τὴν δύναμιν· ὅτι σὺ ἔκτισας τὰ πάντα, καὶ διὰ τὸ θέλημά σου εἰσὶ καὶ ἐκτίσθησαν. (Ἀποκάλυψις 4:11)

Ἡ χάρις τοῦ Κυρίου Ἰησοῦ Χριστοῦ, καὶ ἡ ἀγάπη τοῦ Θεοῦ, καὶ ἡ κοινωνία τοῦ Ἁγίου Πνεύματος μετὰ πάντων ὑμῶν. ἀμήν. (πρὸς Κορινθίους Δευτέρα 13:14)

Ephesians in Greek Text Requirements

Required texts:

1.) Greek New Testament. (You almost surely own one already, and you are free to use whatever you wish to use; there is no compulsion here.). Considerations on the available editions:

a.) *Scrivener's Annotated Greek New Testament*, ed. F. A. Scrivener. This, the *Textus Receptus* that exactly underlies the KJV, is what the professor will, at times, be using (I expect to also frequently bring a leather version of the Trinitarian Bible Society edition in "b" with me to class instead; I do my devotions in Greek from this copy I have in "a," and so I will probably be frequently using "b" in class and leaving "a" elsewhere.) Advantages: 1.) It fits the BCM text statement in the catalog, which has Scriptural support. 2.) It is genuine leather, so it should last for many, many years. 3.) It gives the modern critical text variants at the bottom of the page, so one is aware of what the NA-27/UBS reading almost surely is. 4.) The font size, margins, etc. are great. Disadvantages: Because it is leather, it is expensive. (It is available from Bible For Today, 1-800-JOHN 10:9, or (probably) at certain fundamental bookstores, such as that at lvbaptist.org.)

b.) *Greek New Testament*, ed. Scrivener, published by the Trinitarian Bible Society. Advantages: 1.) It is the same text as letter a. 2.) It is inexpensive. 3.) For a hardback, it is durable. (A leather version is also available, which is even more durable, but loses the advantage of being inexpensive.) Disadvantages: 1.) It does not have the NA-27/UBS variants at the bottom of the page.

c.) *Greek New Testament*, ed. Robinson & Pierpont. This is an edition of the Greek New Testament based on the apparatus of Von Soden. Advantages: 1.) It is much closer to the BCM text statement than the NA-27/UBS is. 2.) It is durable. Disadvantages: 1.) The textual basis for some readings and notes is questionable. 2.) Von Soden's

comments on textual readings are, from collations of certain passages done by others, wrong 25%+ of the time.

d.) *Greek New Testament*, United Bible Societies/Nestle Aland. This is the modern critical New Testament text that underlies the majority of modern Bible versions. Advantages: 1.) Most modern commentaries, etc. use this text. 2.) It has a textual apparatus at the bottom of the page. Disadvantages: 1.) This text is based on the overwhelming minority of Greek manuscripts, and its selection of evidence is very questionable. 2.) Since this text did not exist for many centuries, it does not fit Scripture nor the BCM text statement. 3.) The textual apparatus is biased and can be inaccurate in important places.

2.) Wallace, Daniel B., *Greek Grammar Beyond the Basics*, Grand Rapids, MI: Zondervan, 1996. Note that this is NOT the abridged Wallace, but the unabridged one. If you already own the abridged text, you will need to get the unabridged version.

3.) *Ephesians*, Harold W. Hoehner. Baker, 2002. You will be reading substantial portions of Hoehner's commentary on Ephesians. Hoehner teaches at Dallas Theological seminary, so his commentary has the advantages and disadvantages of neo-evangelicalism as practiced at Dallas. There are four commentaries on Ephesians by fundamental, independent Baptists that I am aware of, but while they utilize the Greek text, they are all essentially English language commentaries, while Hoehner is a commentary on the Greek text. I chose Hoehner because, while you certainly will not agree with everything he says, he defends Paul's authorship of Ephesians (commentators that do not, like Andrew Lincoln in the *Word Biblical Commentary*, have to explain everything in the book as if it were written in the milieu of a post-Pauline community, which throws off large amounts of the comments, as well as, obviously, flatly contradicting Ephesians 1:1), believes Ephesians was written to the church at Ephesus, believes in the inspiration and inerrancy of the autographs, is not a modernist heretic with weird axes to grind in his commentary, and is even a dispensationalist. For a Greek text commentary, that is really getting a long way. His commentary is also well-laid out and lucid.

4.) *Diagrammatical Analysis*, Kantenwein. You will be using this book to diagram sentences in Greek, and how to change diagrammed Greek into expository sermons and other Bible lessons, so if you do not own it already, you will need to get a copy.

5.) Rogers, Cleon L. Jr. & Cleon L. III, *The New Linguistic and Exegetical Key to the Greek New Testament*, Grand Rapids, MI: Zondervan, 1998. You can use this book to help you as you translate passages. However, you need to try to figure out how to parse verbs on your own before you look at it. The book should not become a means of getting out of how to distinguish between aorist, imperfect, future, etc. tenses.

Very highly recommended:

6.) Danker, Frederick William (ed.), *A Greek-English Lexicon of the New Testament and other Early Christian Literature*, 3rd. ed. (BDAG), Chicago, IL: University of Chicago Press, 2000. (Daniel Wallace, in *Greek Grammar Beyond the Basics*, pg. 356, comments, “Since anyone using this text [GGBB] should no doubt own a copy of [BDAG] . . . we have given a highly selective treatment of lexico-syntactic categories to urge students to use [BDAG].”)

Note: If you already own the *Greek English Lexicon* of Joseph Henry Thayer, you are not *required* to purchase BDAG, although it is very highly recommended. However, Thayer is not as extensive and it is out of date. If you are cold broke and cannot afford Thayer, you can get the *Shorter Lexicon of the Greek New Testament* (an abridged version of BDAG) or Louw-Nida’s *Greek Lexicon*. However, BDAG is far superior to either of these, and if you intend to use Greek in your ministry, you would do very well to buy the book. Strong’s Greek dictionary is extremely basic and does not count as a lexicon.

Recommended:

7.) *The Morphology of Biblical Greek*, by William D. Mounce. Grand Rapids: Zondervan Publishing Company, 1994. This book will help you figure out the correct parsing for words and will help you to understand why words in the NT form the way that they do. For certain passages you are going to translate, you will not be allowed to use *The New Linguistic and Exegetical Key to the Greek New Testament*, but you will be able to use Mounce for all your translations.

8.) *An Exegetical Summary of Ephesians*, Glenn H. Graham, SIL Publications.

This book goes through the book of Ephesians and gives the exegetical options for every phrase, and says which, among a variety of scholarly commentaries, takes the various positions on the text. It is very helpful, although reading it cover to cover can tend to lead one to doubt whether one can know the meaning of what God has said (as one certainly can, 2 Peter 1:20), as it introduces different interpretive options about just about everything. Nor can the book be said to be edifying. There are also volumes in this series for the rest of the New Testament (including the other prison epistles). This book may help you with exegetical decisions as you translate the Greek text and may be of assistance as you wrestle with syntactical issues in Ephesians. However, you will NOT be required to read this book cover to cover for the class, or, for that matter, be required to read it at all.

8.) You are NOT allowed to use Bible software (at least at this point of the year) to parse verbs for the purpose of your translation of the text, or to look up the definition of words. The only exception is if you want to get BDAG for your computer instead of a physical copy; since BDAG is better than anything else, I would hardly make you use an inferior

lexicon instead of the better computer one, and I don't want to bust your budget by having you buy both a physical copy and a computer version. You can bring computers to class, use computer Bible software for other purposes such as word searches, etc. You will be learning how to do Greek syntactical and word searches, which are much easier if you possess Bible software, and you WILL be allowed to use your computer software FOR THESE SEARCHES ONLY. You are also allowed to diagram the Greek NT with your computer software instead of doing it by hand if you have a program that can do this. If you do not own Bible software, you will find it is extremely valuable when you get in the ministry, and it is extremely valuable for studying Scripture in general. The best Bible software in the world, according to many, is *Accordance*, available at www.accordancebible.com. Modules are purchased individually, and you would want to get a tagged Greek text (such as the *TR*) and a lexicon, as a bare minimum. If you already own a lexicon, there is no point getting the same one for your computer. The Hebrew text to get is the BHS-W4, the *Biblia Hebraica Stuttgartensia* with the Groves-Wheeler Westminster Hebrew Morphology, and the better Hebrew lexicon is the Koehler-Baumgartner *Hebrew and Aramaic Lexicon of the Old Testament*, which is more up to date than the *Brown-Driver-Briggs* lexicon (although BDB is cheaper). Many other helpful modules, such as the grammatical tagged versions of the LXX in Greek, the Apostolic "Fathers" (cf. Matthew 23:9) in Greek, Josephus, Philo, etc. are also available for purchase. *Accordance* was designed for Macintosh, but it can be run on PC/Windows systems as well. Your professor has *Accordance*. The best Bible software specifically designed for the PC is *Bibleworks*. A helpful free Bible software program is the (downloadable, so not really accessed only online) *Online Bible* by Ken Hamel. If you can't afford *Accordance* or *Bibleworks* right now, at least you should get the free *Online Bible* software. You can get an version of the *Online Bible* that you have to pay a little for as well, and that will give you more commentaries and study tools than the absolutely no cost version of the *Online Bible*.