

Two Exegetical Journals Please see Appendix 5 for a sample journal. The journals may be written on any of the passages in Galatians except for the one on which you plan to write your final exegesis paper. The journal must have three sections: (1) Personal reflection; (2) dialogue with Longenecker; and (3) revised reflection. In the "*personal reflection*" section, write down what you see in the text and what comes to your mind as you reflect on it. Compare at least five different versions (include KJV). Do not be afraid of making mistakes. Simply write down your observations and thoughts as you would for the rough draft of a sermon. DO NOT consult any commentaries for this section of the journal, but it is acceptable to look up information in theological dictionaries and standard reference works on Greek grammar or NT backgrounds. As much as you can, focus on individual words or phrases in which the translations diverge. In the "*dialogue with scholars*" section, enter into dialogue with Longenecker on particular words, phrases, or background information that sheds light on your passage. Each dialogue should be a unit, separated into paragraphs. It is, however, possible, that Longenecker does not discuss

REQUIREMENTS DURING THE INTENSIVE

- Your teacher and classmates need to know who you are.
- If this is impossible, make prior arrangements with your teacher
- Save driving, shopping, homework etc. for later.
- Take notes, participate in discussions, etc. to prepare yourself for ministry.

Three exams will be given during the intensive, one each morning, Tuesday through Thursday from 8:00-8:50 a.m., over the lectures of the previous day. Each exam will consist of two questions from which you will be allowed to choose one. The exam will be open notes and open book, and the students will be expected to have the camera on during the exam. Each exam will be worth fifty points. You will be expected to show evidence of having read and thought about the corresponding portions of Galatians beyond what was taught in the lectures. Therefore, it is *required* that students read through the *English* portions of the assigned commentary before arriving on site to start the class.

(1) Be able to exegete the problem phrases and words in all the verses covered in class; (2) succinctly summarize the points covered in class; (3) bring in materials from Longenecker that were not covered in class to supplement your essays; (4) thoughtfully reflect on the key ideas; (4) inasmuch as the exam is open-notes and open- understands the material presented, so that (1) they are able to produce a coherent essay from it and (b) present proofs to support their arguments from the lecture material and the reading.

POST-INTENSIVE COURSE REQUIREMENTS

_____ . Students need to submit an exegesis paper on Gal 5:1-3 or 5:24-26. The paper must be typed, double-spaced, and 13 pages long (no more). Please submit the paper on Learning Hub by _____. Please DO NOT send a hard copy of the paper to the _____.

You are expected to write the paper using the exegetical tools learned in class. You are encouraged to write your paper using the techniques you practiced in your pre-session journals. Except, in this final paper, include only the materials from the final (i.e. the revised)

papers). Your exegesis paper should reflect the information presented in class. It is not always necessary to agree with the instructor, but the paper must demonstrate the learning that has taken place in class. The arguments in the paper should be supported by exegesis of the text. Discuss the selected passage in a verse-by-verse fashion and include the use of the following exegetical tools (in the order of importance): (1) personal observations on the text, (2) word study, (3) historical backgrounds and contexts, (4) comparison of different versions (5) dialogue with scholars, and (6) an Adventist perspective. Each of these sections will be carefully explained in class. These tools correspond with the grading criteria indicated and weighed in the attached rubrics. Your final exegesis paper will be assessed to measure the learning taken place in this class. The paper is worth 100 points. For the rubrics, see Appendix 1.

_____ Students can earn up to 25 points for submitting their lecture notes on Learning Hub after the intensive is over. The notes will be spot-checked for 1) completeness and 2) accuracy. _____ No lecture notes will be accepted after this date.

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows (Each lecture requires approximately 2 class periods):

Date	Topic	Assignment Due	CLOs Addressed
Feb. 28	Syllabus and Introduction to Galatians	Video Report Reading Report Exegetical Journals	1, 4
Mar. 1	h h (Gal 1:1-14)		1, 4
Mar. 1	h # u K (Gal 1:15-24)		1, 4
Mar. 1	h o u K (Gal. 2:1-10)		1, 3, 4
Mar. 1	Antioch Incident (Gal. 2:11-15)		1, 3, 4
Mar. 2	o h (Gal. 2:16-21)	Exam 1	1,3, 4


Mar. 2 Promise to Abrah1e-6BT/F2 11.04 Tf1447.



Grades are based on the independent learning activities below which provide practice toward,

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Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student.



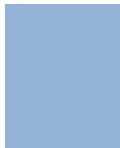
	first section, using fresh facts and concepts from the first two sections.	of the first section with some sentences from the section inserted here and there. But the revisions do show that some reflection has taken place.	going revisions of the first section here and there. But marked by random, thoughtless selections of passages from the first two sections.	the first section with some random cutting and pasting done from the second section. Shows little sign of having processed the information.	discussion from first section with no significant revision. Even typos are reproduced. Nothing has been learned from the dialogues.	
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Style

See B for guidelines; plus it is a polished paper with refined style.

Follows a Standard Style (SBL or Turabian preferred);

	Analysis of Text (Comparisons of versions and commentaries)	Exceeds the basic standards (18-20)	Meets basic standards: knows how to identify difficulties in the translation of the text; no more than 3 errors in each type of analysis used. (16-17)	Does not meet the basic standards in some areas (13-15)	Does not meet the		



Implications (personal, relating to church, further research, sermons, etc.)

Exceeds the basic standards
(5)

Meets basic standards: Inferences are drawn from the study; the ideas are coherent
(4)

Does not meet the basic standards in some areas
(3)

Does not meet the basic standards in many areas

Assessment Rubric for Exegesis Paper

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.


THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.





Bauer, W., F. W. Danker, W. F. Arndt, & Gingrich, *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd Edition. (Consult Fee, 87-89; a very valuable source of information for word study)

Balz, Horst & G. Schneider, *Exegetical Dictionary of the New Testament*. 3 Volumes. (Full of insights for pastors and scholars alike)

Moule, Charles C. F. *An Idiom-Book of New Testament Greek*. 2nd Edition. Cambridge: Cambridge University Press, 1959. (Extremely helpful for understanding the way Greek was actually used by the NT writers, but hard to follow; makes a lot more sense if you look up the references)

Rogers, C. L. and. C. L Rogers, III. *The New Linguistic and Exegetical Key to the Greek New Testament*. Grand Rapids: Zondervan, 1998. (Very nice to use for syntax, but be careful of its one-sided reading).

Spicq, C. *Theological Lexicon of the New Testament*. 3 Volumes. 1982. (Good for doing a word study, especially for looking up Hellenistic Parallels)

Wallace. D. B. *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. (Sometimes convoluted, but an excellent reference for looking up Greek grammar).

Danker W. Fredrick. *Multipurpose Tools for Bible Study*. Revised and Expanded Edition. Minneapolis: Fortress, 1993. (Somewhat outdated but still very useful)

Fee, Gordon. *New Testament Exegesis: A Handbook for Students and Pastors* (Philadelphia: Westminster, 2002). (Nice as a reference; a very tedious reading if you want to read it through; best if

Burton, Ernest de Witt. *The Epistle to the Galatians: A Critical and Exegetical Commentary*. International Critical Commentary. Edinburgh, T. & T. Clark, 1920.

Betz, Hans Dieter. *Galatians: A Commentary on Paul's Letter to the Churches in Galatia*. Hermeneia. Philadelphia: Fortress, 1979.

Hays, Richard B.

The phrase

Longnecker agrees that the concept of freedom is the point of this verse. I guess I never fully processed that this is an issue before God as well as in this world. But of course, freedom is not just freedom from the world, but freedom from God. The notion of being free before God seems to be the underlying theme throughout the book of Galatians and most of the New Testament. For guilt makes us feel condemned and afraid before God, making us feel like a slave before an angry master. This means that for Paul, the Law of Moses is problematic because its chief function is to point out our sin and condemn us before God. Freedom from the Mosaic Law, then, has to refer to freedom from fear, the terror

humans, as something that gave them status. But as Longenecker points out, Christian freedom