I. COURSE DESCRIPTION

The course will consist of a study of the elements of New Testament Greek grammar and syntax as preparation for exegesis of the New Testament text and an introduction to the basic tools, methods, and concerns of the exegetical task.

II. COURSE OBJECTIVES

A. General: To develop a clear understanding of NT Greek grammar, syntax, and exegesis so that the meaning of the Biblical text is clearly understood in preparation for preaching and/or teaching.

B. Specific: Upon completion of the course, you should be able to

1. Establish the life-long practice of Greek Reading by reading directly from the Greek text passages for which you have prepared a parsing and vocabulary aid.

2. Translate passages from Paul’s letter to the Philippians and prepare mechanical lay-outs of those passages.

3. Identify (parse or decline) NT Greek parts of speech and explain their basic grammatical/syntactical functions.

4. Judge in the text which of several possible functions of a part of speech is operating in a given instance.

5. Perform the tasks that comprise the exegetical method.

III. REQUIRED MATERIALS

Greek 3: From Exegesis to Exposition Course DVD (Includes syllabus, study guide & video lecture series). © Columbia International University, 2011 ed.


P. T. O’Brien, Commentary on Philippians (NIGTC)
D. B. Wallace, *Greek Grammar Beyond the Basics*


S. Kubo, *A Reader’s Greek-English Lexicon of the New Testament*

*Logos 4.0 Original Languages Library*

**IV. COURSE REQUIREMENTS**

**GENERAL PREFACE TO REQUIREMENTS**

Print out the *Syllabus Weekly Assignment Schedule* (after Section V. below) immediately so you have a complete list of the requirements for this course. Also print out immediately Course Assignment Schedule with submission due dates on the homepage of GRE 6210 course website. Keep these materials at your work station throughout the course. Although you will complete assignments on a weekly schedule, they will be submitted only four times by collecting them in a “notebook” (computer file) and posted at the course website under Resources/Activities/Assignments.

All files for this course are on this website in Resources. Most files are posted in pdf. Be sure you have Adobe Reader on your computer (*free download at adobe.com*). Pdf files should be printed directly from Adobe Reader.

As an online Greek student, you will not be called upon to report on your homework in a group setting. This should relieve some stress! However, carry out your assignments with integrity as befitting those called to the service of the Savior. For example, with your Greek Reading assignments (A. below), be prepared to translate the passages from the Greek text before you watch the video lecture. Have your parsing and vocabulary worksheets in front of you as you hear the students in the studio class do their reading.

A. **Greek Reading as a Way of Life:** Complete a Greek reading of assigned Scripture passages prior to watching the video lecture in which it is covered. As you read, use the Translation worksheets (“Exegetical Worksheets” [Resources/Course Materials]) to record unfamiliar vocabulary and the parsing of all verbal forms (finite verbs, participles, infinitives). See also Larkin, *Greek is Great Gain: A Method for Exegesis and Exposition*, Ch. 3, Fig. 3.6 p. 34 (Hereafter, *Greek is Great Gain* will be referred to as Larkin).

**Note:** You will fill out a “Greek Reading Checklist” (in Resources/Course Materials) to document that you have spent the designated time reading and recording your observations and parsings. This checklist will be submitted with the final notebook (Notebook 4).
B. Translation & Mechanical Layout:

1. **Translation:** For each assigned passage, translate the text, parse all verbs (including participles and infinitives), and record any unfamiliar vocabulary using the instructions in Larkin, Ch. 4, and a copy of the Translation worksheet (“Exegetical Worksheets” [Resources/Course Materials]).

2. **Mechanical Layout:** For each assigned passage, do a mechanical layout of the text using the instructions in Larkin, Ch. 4, and copy of the Mechanical Layout Worksheet (“Exegetical Worksheets” [Resources/Course Materials]).

C. Grammatical Analysis: Analyze the grammatical/syntactical functions of selected forms in passages from Philippians by completing the six Grammatical Analysis assignments posted in Resources/Course Materials.

D. Exegetical Assignments: Practice the assigned aspects of the exegetical method on Phil. 2:5-11 and Phil. 3:7-11 using the relevant worksheets (“Exegetical Worksheets” [Resources/Course Materials]) as masters to copy for your work.

E. Commentary Use Checklist: During this course you are required to consult eight different commentaries on Philippians as you carry out the above assignments. Consult O’Brien for help throughout the course. Passages from seven other commentaries are also to be consulted at various times. Each commentary should be consulted at least once during the term and noted in your assigned work. A “Commentary Use Checklist” (in Resources/Course Materials) indicating works consulted throughout the course will be submitted with Notebook 4. Passages from the other commentaries will be made available online.

F. Grammar Syntax Quizzes: Memorize the grammatical syntax functions and forms listed on the “Grammar in the Head” charts, Study Guide Appendix A (hereafter GIH charts available in Resources/Course Materials). Ten times during the course there will be a brief quiz over a Grammar Syntax segment. During the week indicated in the Weekly Assignment Schedule, complete the designated quiz on the course website (Resources/Activities/Assignments). For further orientation, see Quiz Guidelines & Sample Quiz in Resources/Course Materials.

G. Internet Interaction (20%): In order to facilitate greater levels of student-to-faculty and faculty-to-student interaction, you will engage in number of online activities: discussion forums (7) and live chats (3) worth 2 pts each. This area is graded quantitatively vs. qualitatively. In other words, the student receives a standard “95” for posting a forum topic and responding to two class members. He also receives “95” for participating in a chat or, if absent, reading the chat transcript afterward and sending the instructor an email with answers to the chat questions and observations. The instructor will post an omnibus response to each forum topic discussion and will guide each chat. In order to account for any late postings, the instructor will scan through each forum discussion topic one last time on the MON of the last week of the course. To access the course website, or participate in an online chat or discussion, you will need your CIUonline user name and password. If you cannot remember it, please contact the IT HelpDesk at 803-807-5199, or helpdesk@ciu.edu. After you log on and
become familiar with the course website, read the instructions for your online Forum assignments.

1. **Profile:** In the first week, log on to the course website and complete your profile (Participants) to introduce yourself to your fellow class members. Read the other student Profiles, noting particularly what each hopes to get out of the course, and send a personal greeting (Send Message) to each member. Please post a picture.

2. **Forum:** Seven discussion topic will be assigned throughout the course. By Wednesday of the week, post a 50-100 word paragraph according to the directions in the Weekly Assignment Schedule. By Friday of the week, read the postings of all your classmates and respond to at least two of them.

3. **Online Chats:** Participate in live online chats with the professor and other class members during the fourth, tenth and fifteenth weeks on the following topics: “The Use of Greek in Preaching and Teaching”; “Grammatical Analysis of Cases and the Rest”; “Seeing the Exegetical Method Whole.” Date and time to be arranged and communicated by the instructor. When a chat is missed, reading the chat transcript afterward and sending the instructor an email with answers to the chat questions and observations will fulfill the requirement.

H. **Final Examination:** The final examination will test for an ability to do finished translation and Mechanical Layout and to practice the exegetical method on a limited passage. Instructions and a sample exam are provided later in this syllabus. (See Exam Guidelines & Sample Exam in Resources/Course Materials). The exam will be taken at the course website (Resources/Activities/Assignments) according to the Assignment Schedule.

I. **Course Evaluation:** Complete the course evaluation for GRE 6210 available on the course website homepage. Your responses are completely confidential; only your completion of the survey is recorded. You must complete the survey to receive your final grade (due last week of class; see Assignment Schedule).

J. **Assignment Submission:** Assignments must be submitted electronically and in WordPerfect (.wpd), Word (.doc), Rich Text Format (.rtf) or Adobe Portable Document (.pdf) format. DO NOT submit assignments in .zip, .tif, or other formats as these emails are automatically deleted to prevent viruses. Remember to copy and save onto your hard drive and then submit a copy electronically to the course website. Please do this with all assignments that are submitted.
V. COURSE WORKLOAD, EVALUATION & GRADING, ACADEMIC SERVICES

A. Workload Time Estimates: 10 hours per week minimum to complete course tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek Reading Preparation (8 @ 1.25 hours each)</td>
<td>10</td>
</tr>
<tr>
<td>Reading in Support of Video Lectures &amp; Assignments</td>
<td>24</td>
</tr>
<tr>
<td>Video lectures (34 [times vary])</td>
<td>28</td>
</tr>
<tr>
<td>Translation &amp; Mechanical Layouts</td>
<td>14</td>
</tr>
<tr>
<td>Grammatical Analysis (6 @ 1.75 hours each)</td>
<td>10.5</td>
</tr>
<tr>
<td>Exegetical Assignments (6 @ 2-5 hours [times vary])</td>
<td>21.5</td>
</tr>
<tr>
<td>Quiz Preparation (10 @ 1 hour each)</td>
<td>10</td>
</tr>
<tr>
<td>Online Interaction</td>
<td>12</td>
</tr>
<tr>
<td>Exam Preparation</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>135</strong></td>
</tr>
</tbody>
</table>

B. Assignment Grade Values

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek Reading Checklist</td>
<td>5%</td>
</tr>
<tr>
<td>Notebook 1 (Translation, Mechanical Layout, Grammatical Analysis)</td>
<td>8%</td>
</tr>
<tr>
<td>Notebook 2 (Translation, Mechanical Layout, Grammatical Analyses)</td>
<td>8%</td>
</tr>
<tr>
<td>Notebook 3 (Exegetical Method on Phil 2:5-11)</td>
<td>12%</td>
</tr>
<tr>
<td>Notebook 4 (Exegetical Method on Phil 3:7-11)</td>
<td>13%</td>
</tr>
<tr>
<td>Commentary Use Checklist</td>
<td>2%</td>
</tr>
<tr>
<td>Grammar Syntax Quizzes</td>
<td>12%</td>
</tr>
<tr>
<td>Online Interaction</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

C. Academic Services: Students with physical, emotional, ADHD, or learning disabilities needing academic accommodations should make requests through the office of Academic and Disability Services. These requests will be kept confidential and will be used only to provide academic accommodations. Because many accommodations require early planning, requests should be made as early as possible. The Academic and Disability Services office is located on the first floor of Rossi Student Center (807-5611 or e-mail academicservices@ciu.edu). The Director of Academic and Disability Services is Cynthia Morgan, 807-5612, cmorgan@ciu.edu. If you already receive services through ADS please contact me so that we can make your academic experience in this class as successful as possible.
GRE 6210 Weekly Assignment Schedule

FALL 2010

Consult this schedule daily!
Print this schedule immediately and keep it with your course material! You are responsible for getting each week’s work done on time. At the beginning of each week—or better yet, the previous weekend—note what is required and allocate blocks of time in your schedule to get everything done by the end of the week. The total work for each week is divided into major tasks. Some tasks have 2 or more parts. You’ll need a minimum of 10 hours per week to complete the tasks for that week. Check the square after you complete each task to keep track of your progress.

Sequence is Important
Complete your assignments in the order specified. In particular, be certain all reading and other homework assignments are completed before you start the video lecture in which that homework will be reviewed. There are two other areas where you need to be especially careful about pre-planning your work:

1. Grading Keys: For some assignments, the instructor distributes grading keys to his students when they come to class completed homework in hand. As he goes over the assignments in class (on video, in your case), students can also refer to the grading key. It helps them correct their original work in a different colored pen or a different font and receive additional credit when the assignment is graded.

Whenever you see this: KEY, it is a signal to e-mail your completed assignment to your Instructor. Not more than 24 hours later he’ll send you the key via e-mail so you can refer to it as you watch the tape. So, for these assignments you need to get your homework done 24 hours before you want to watch the video that reviews that homework.

2. Commentaries: In the second half of the course you are required to refer to various reference materials. In many cases, the materials are posted for you at the course website (click “Links”). In the case of four commentaries (Carson, Edwards, Fowl, and Thielman), you decide when you want to consult them. When you see the book icon that looks like this: (bsc), it is a signal to contact the CIU reference librarian who will scan the pages you want and post them to an online location where you can access them.

Submitting your Work
Although you will be completing assignments on a daily or weekly basis, your work will be submitted for grading at only four points in the course [Weeks 5, 8, 12, & 16.] At these times, you will collect the various assignments and submit them together as a “notebook.” The four notebooks will be submitted to your Instructor on the due dates and will be graded for completeness, accuracy, and insight.

Staying in Touch
Your Instructor will log on to his e-mail daily Monday - Friday for the duration of the course. Thus, you should receive a response to any questions within 24 hours. In order to assure that communication from the Instructor has reached you, please confirm receipt of all email correspondence from him.
Procedure: Hit “Reply” and send a “Message Received” note to him.

Stay in touch! Trust God! Forge ahead!
**WEEK 1: _______________**

<table>
<thead>
<tr>
<th>Monday - Friday</th>
</tr>
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<tbody>
<tr>
<td><strong>TASK A</strong></td>
</tr>
<tr>
<td><strong>TASK B</strong></td>
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</tbody>
</table>
| **TASK C**      | Read about Greek Proficiency as a Way of Life: Greek Reading, Larkin, 27-38.  
Do Greek Reading: Phil. 1:1-14 (five days throughout the week). |
| **TASK D**      | Read about Use of NT Greek in Ministry and Exegesis for Preaching: Definitions & Presuppositions, Larkin, 1-26.  
Watch LESSON 2 (35:30 minutes). |
| **TASK E**      | Read about Finished Translation and Mechanical Layout, Larkin, 37-56.  
Watch LESSON 3 (29:10 minutes). |
| **Saturday**    | Catch up on any work not finished.  
Preview Week 2 and plan your work schedule. |
## WEEK 2: ________________

<table>
<thead>
<tr>
<th>Monday - Friday</th>
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<tbody>
<tr>
<td><strong>TASK A</strong></td>
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</tbody>
</table>
| **TASK B**     | Do Translation, Mechanical Layout for Phil. 1:8-11. Check your work against Larkin, 45-46, 50.  
Watch **LESSON 4** (40:05 minutes). |
| **TASK C**     | Study Structure: Conjunctions and Relative Pronouns in Larkin, 303-8; “Grammar in Head” (GIH) Charts, 1 (see Resources/Course Materials). Consult Wallace (656-701) for further explanation.  
Watch **LESSON 5** (38:30 minutes). |

<table>
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<tr>
<th>Saturday</th>
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</table>
| Catch up on any work not finished.  
Review the section of the syllabus that explains how your homework will be graded, and the Instructor’s policy on remediation (see Notebook Guidelines & Evaluation Sheets in Resources/Course Materials). Contact the Instructor if you have any questions about this.  
Preview Week 3 and plan your work schedule. |
**WEEK 3: ___________**

<table>
<thead>
<tr>
<th>Monday - Friday</th>
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<tbody>
<tr>
<td><strong>TASK A</strong></td>
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</table>
| **TASK B**      | Do **Grammatical Analysis #1: Conjunctions**. Analyze the assigned conjunctions and relative pronouns in Phil 1:3-11, in terms of form, function, and contribution to passage’s meaning, using the worksheet (located in Resources/Course Materials). Consult Wallace (656-701) and O’Brien as needed.  

**Notes:**

1. All six Grammatical Analysis Exercises are in Resources/Course Materials in pdf format. You should be able to print them out and/or copy them into a Word document and complete them.

2. Remember that you will hang on to Grammatical Analysis #1 and only submit it with Notebook 1 during Week 5. Don’t lose it! This same procedure will apply to other assignments you complete during the various weeks.

   Watch **LESSON 6** (29:20 minutes). |
| **TASK C**      | Study Verbs: Tense in Larkin, 309-12; GIH Charts, 2 (see Resources/Course Materials). Consult Wallace (494--586) for further explanation.  

   Watch **LESSON 7** (30:00 minutes). |
| **TASK D**      | Internet Interaction (Forum #1): Complete Task C. By Wednesday, post a 50-100 word paragraph on the **Grammatical Analysis–Tense** discussion topic at Forums on the course site. In it describe which category of the use of tenses you found most illuminating and why. By Friday, read the postings of all your classmates and respond to at least two of them. |
| **TASK E**      | Study Verbs: Voice in Larkin, 313-14; GIH Charts, 3 (see Resources/Course Materials). Consult Wallace (407-441) for further explanation.  

   Watch **LESSON 8** (24:55 minutes). |

*Continued next page*
<table>
<thead>
<tr>
<th>Task F</th>
<th>Complete <strong>Grammar Quiz #1 on Conjunctions</strong> (“Grammar in Head” [GIH] Charts, 1) by <strong>Saturday</strong>, 5 pm.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Catch up on any work not finished.</td>
</tr>
<tr>
<td></td>
<td>Preview Week 4 and plan your work schedule.</td>
</tr>
</tbody>
</table>
## WEEK 4: ____________

### Monday - Friday

| TASK A | Do Greek Reading: Phil. 2:14-28 (throughout the week). |
| TASK B | Do **Grammatical Analysis #2: Tense and Voice** (located in Resources/Course Materials). Analyze the assigned verb tenses and voices in Phil 1:27-30, in terms of form, function, and contribution to passage’s meaning. Consult Wallace (407-441; 494-586) and O’Brien as needed.  
Watch **LESSON 9** (32:10 minutes). |
| TASK C | Study Verbs: Mood in Larkin, 314-16; GIH Charts, 4 (see Resources/Course Materials. Consult Wallace (442-493) for further explanation.  
Watch **LESSON 10** (30:05 minutes). |
| TASK D | Participate in an Online Chat concerning “The Use of Greek in Preaching & Teaching.” Enter through Chats on course website. Click on (Version without frames and JavaScript) in order to avoid timing out. |
| TASK E | Study Verbs: Infinitives in Larkin, 319-21; GIH Charts, 6 (see Resources/Course Materials). Consult Wallace (587-611) for further explanation.  
Watch **LESSON 11** (26:10 minutes). |

### Saturday

| TASK F | Complete **Grammar Quiz # 2 on Tense** (GIH Charts, 2) by **Saturday**, 5 pm  
Catch up on any work not finished.  
Preview Week Five and plan your work schedule. |
# Week 5:

## Monday - Friday

<table>
<thead>
<tr>
<th>Task</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td><strong>Task A</strong></td>
<td>Do Greek Reading: Phil. 2:29–3:11 (throughout the week).</td>
</tr>
</tbody>
</table>
| **Task B** | Do **Grammatical Analysis #3: Mood and Mood/Mode.** Analyze the assigned verb moods and moods/modes in Phil 1:27-30, in terms of form, function, and contribution to passage’s meaning. Consult Wallace (442-493, 587-611) and O’Brien as needed.  
Watch **LESSON 12** (38:00 minutes). |
| **Task C** | Study Verbs: Participles in Larkin, 316-19; GIH Charts, 5 (see Resources/Course Materials). Consult Wallace (612-655) for further explanation.  
Watch **LESSON 13** (40:35 minutes). |
| **Task D** | Complete **Grammar Quiz #3 on Voice** (Larkin, GIH Charts, 3) by **Saturday**, 5 pm. |
| **Task E** | Submit **Notebook 1** containing the following assignments:  
1. Translation and Mechanical Layout of Phil. 1:8-11  
2. Grammatical Analysis #1–Conjunctions  
3. Grammatical Analysis #2–Verbs: Tense & Voice  
Submit Notebook 1 at the course website (Resources/Activities/Assignments).  
**Deadline for this and all Notebooks:** Saturday, noon |

## Saturday

- Preview Week 6 and plan your work schedule.
**WEEK 6: ____________**

<table>
<thead>
<tr>
<th>Monday - Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>TASK A</strong></td>
</tr>
</tbody>
</table>
| **TASK B** | Do *Grammatical Analysis #4: Participles* (Resources/Course Materials). Analyze the assigned participles in Phil 1:3-11, in terms of type, function, and contribution to the passage’s meaning. Consult Wallace (612-655) and O’Brien as needed.  
Watch **LESSON 14** (30:45 minutes). |
| **TASK C** | Internet Interaction (Forum #2): Complete Task B. By Wednesday, post a 50-100 word paragraph on the *Grammatical Analysis–Particiles* discussion topic at Forums on the course site. In it, describe your classification, understanding of its contribution to the passage’s meaning, and deployment in preaching or teaching for one of the participles you analyzed in Grammatical Analysis #4. By Friday, read the postings of all your classmates and respond to at least two of them. |
| **TASK D** | Study Case–Nominative and Genitive in Larkin, 321-22; GIH Charts, 7 (see Resources/Course Materials). Consult Wallace (31-136) for further explanation.  
Watch **LESSON 15** (30:15 minutes). |
| **TASK E** | Study Cases–Dative and Accusative in Larkin, 322-24; GIH Charts, 7 (see Resources/Course Materials). Consult Wallace (137-205) for further explanation.  
Watch **LESSON 16** (26:40 minutes). |

<table>
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<tr>
<th>Saturday</th>
</tr>
</thead>
</table>
| **TASK F** | Complete *Grammar Quiz #4 on Mood* (Larkin, GIH Charts, 4) by **Saturday**, 5 pm.  
Catch up on any work not finished.  
Preview Week 7 and plan your work schedule.  
Heads Up: **KEY** In Lesson 17, the translation for Phil. 2:5-11 is reviewed. You can get a grading key for this assignment by e-mailing your own completed translation to your Instructor. Within about 24 hours, he will e-mail you the key. So get your translation finished at least 24 hours before you want to watch Lesson 17 next week. |
## Week 7: ________________

### Monday - Friday

| TASK A | Do Mechanical Layout of Phil. 2:5-11 (throughout the week). |
| TASK B | Do **Grammatical Analysis #5: Cases–Nominative, Genitive, Dative, Accusative** (see Resources/Course Materials). Analyze the assigned cases in Phil 2:1-4; 1:7-8, in terms of form, function, and contribution to the passage’s meaning. Consult Wallace (31-205) and O’Brien as needed.  
**KEY** E-mail your translation of Phil. 2:5-11 to your Instructor at least 24 hours before you want to watch Lesson 17 to receive the grading key.  
Watch **LESSON 17** (35:60 minutes). |
| TASK C | Internet Interaction (Forum #3): Complete Task B. By Wednesday, post a 50-100 word paragraph on the *Grammatical Analysis–Case* discussion topic at Forums on the course site. In it, for one instance of case you analyzed in Grammatical Analysis #5, describe your classification, understanding of its contribution to the passage’s meaning, and deployment in preaching or teaching. By Friday, read the postings of all your classmates and respond to at least two of them. |
| TASK D | Study “The Rest”–Articles, Particles, Pronouns, Prepositional Phrases in Larkin, 324-30; GIH Charts, 8-10 (Resources/Course Materials). Consult Wallace (206-290, 315-389) for further explanation.  
Watch **LESSON 18** (48:55 minutes). |

### Saturday

| TASK E | Complete **Grammar Quiz #5 on Infinitives** (Larkin, GIH Charts, 6) by **Saturday**, 5 pm.  
Catch up on any work not finished.  
Preview Week 8 and plan your work schedule.  
Heads up: **KEY** Another grading key is available for the mechanical layout of Phil. 2:5-11 that will be reviewed during Lesson 19. Follow the same procedure as before. |
# WEEK 8: ____________

## Monday - Friday

| TASK A | Do Greek Reading: Phil. 3:12-21 (throughout the week). |
| TASK B | Do **Grammatical Analysis #6:** “The Rest”–Articles, Particles, Pronouns, Prepositional Phrases (Resources/Course Materials). Analyze the assigned definite articles, pronouns, and prepositional phrases in Phil 3:1-6, in terms of form, function, and contribution to the passage’s meaning. Consult Wallace (206-290, 315-389) and O’Brien as needed. **KEY** E-mail your mechanical layout of Phil. 2:5-11 to your Instructor at least 24 hours before you want to watch Lesson 19 to receive the grading key. Watch **LESSON 19** (29:20 minutes). |
| TASK C | Study Rhetorical Features in Larkin, 153-67; **Study Guide**, Appendix D (see Resources/Course Materials). Watch **LESSON 20** (32:20 minutes). |
| TASK D | Complete **Grammar Quiz #6 on Participles** (Larkin, GIH Charts, 5) by **Saturday**, 5 pm. |
| TASK E | Submit **Notebook 2** containing the following items: 1. Translation and Mechanical Layout of Phil. 2:5-11 2. Grammatical Analysis #4–Verbs: Participles 3. Grammatical Analysis #5–Cases: Nominative, Genitive, Dative, Accusative 4. Grammatical Analysis #6–“The Rest”: Definite Articles, Particles, Pronouns, Prepositions. Submit Notebook 2 at the course website (Resources/Activities/Assignments). **Deadline for this and all Notebooks:** Saturday, noon. |

## Saturday

- Catch up on any work not finished.
- Review Week 9 and plan your work schedule.

📖 Next week is the first time you must contact the CIU Reference Librarian in order to consult one of the following commentaries on 1-2 verses in the passage: Carson, Edwards, Hansen, Thielman. Decide which commentary and which 1-2 verses and e-mail your request to refdesk@ciu.edu a minimum of 36 hours in advance of the time you plan to work on that assignment.
# WEEK 9:

<table>
<thead>
<tr>
<th>Monday - Friday</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>TASK A</strong></td>
<td>Translate Phil. 3:7-11 (throughout the week)</td>
</tr>
<tr>
<td><strong>TASK C</strong></td>
<td>See the next page for <strong>TASK C</strong>.</td>
</tr>
<tr>
<td><strong>TASK D</strong></td>
<td>Internet Interaction (Forum #4): Complete Task C–Literary Analysis-Syntax-Grammar. By Wednesday, post a 50-100 word paragraph on the <em>Exegetical Method: Literary Analysis-Syntax-Grammar of Phil 2:5-11</em> discussion topic at Forums on the course site. In it, describe your classification, understanding of its contribution to the passage’s meaning, and deployment in preaching or teaching for one of grammatical features you analyzed in your exegetical practice on Phil. 2:5-11. By Friday, read the postings of all your classmates and respond to at least two of them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saturday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TASK E</strong></td>
<td>Complete <strong>Grammar Quiz #7 on Nominative and Genitive</strong> (Larkin, GIH Charts, 7) by <strong>Saturday</strong>, 5 pm.</td>
</tr>
<tr>
<td></td>
<td>Catch up on any work not finished. Review Week 10 and plan your work schedule.</td>
</tr>
<tr>
<td></td>
<td>Heads up: <strong>KEY</strong> A grading key for the syntax-grammar &amp; rhetorical features of your first exegesis assignment (Phil. 2:5-11–Survey →Rhetorical Features) is available from your Instructor. Follow the same procedure.</td>
</tr>
</tbody>
</table>

(Continued)
**Task C**

Do Exegesis of Phil. 2:5-11 (Survey through Literary Analysis [Rhetorical Features]), using “Exegetical Worksheets” (File Cabinet):

**I. Survey**

A. Deal with Textual Critical Matters: With the aid of Metzger (*Textual Commentary*, 545-546 [at Resources/Reserve_Readings]) identify and decide text variant issues (5 items).

B. Raise Questions and Make Observations (historical, literary, theological, interpretation/application, homiletic/didactic; 7 items).

**II. Analysis**

A. Historical Analysis

1. Introductory Matters: Comment on what the situation in which and to which the book was written contributes to the passage’s meaning.

B. Literary Analysis

1. Context
   a. General Context: Comment on how the passage fits into the book’s outline
   b. Immediate Context: Comment on the two preceding paragraphs prepare for your passage and how your passage prepares for the two paragraphs which follow.
2. Genre: Identify the main and subgenre types which relate to your passage and analyze and comment on how they contribute to your understanding of the passage.
3. Syntax
   a. Grammar: Study Larkin, 137-52. Analyze a total of three items taken from 3 different areas of Grammar (structure, verbs, cases, “the rest”). Classify each of your items and comment on the contribution of each to the passage.
   b. Rhetorical Features: Analyze a total of three items taken from 3 different areas of Rhetorical Features (word absence, word order, word arrangement, word figure). Classify each of your items and comment on the contribution of each to the passage.

In addition to O’Brien consult one of the following commentaries on 1-2 verses in the passage: Carson, Edwards, Hansen, Thielman. Request from refdesk@ciu.edu 36 hours in advance of when you want to read them.
## WEEK 10: _________

<table>
<thead>
<tr>
<th><strong>Monday - Friday</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TASK A</strong></td>
<td>Do Mechanical Layout of Phil. 3:7-11 (throughout the week).</td>
</tr>
<tr>
<td><strong>TASK B</strong></td>
<td>Internet Interaction: Participate in an Online Chat #2: Student Findings on Grammatical Analysis of Cases and the Rest. Enter through Chats on course website. Click on (Version without frames and JavaScript) in order to avoid timing out.</td>
</tr>
</tbody>
</table>
| **TASK C** | **KEY** Complete your Grammar & Rhetorical Features section of your exegesis of Phil. 2:5-11 at least 24 hours before you want to watch Lesson 22. E-mail your work to your Instructor to receive a grading key for this section.  
Watch **LESSON 22** (31:25 minutes). |
| **TASK D** | Study Exegetical Method: Literary Analysis/Word Study in Larkin, chapters 10-11.  
Watch **LESSON 23** (34:45 minutes). |
| **TASK E** | Study Exegetical Method: Theological Analysis in Larkin, Chapter 12.  
Watch **LESSON 24** (34:40 minutes). |

<table>
<thead>
<tr>
<th><strong>Saturday</strong></th>
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</tr>
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<tbody>
<tr>
<td><strong>TASK F</strong></td>
<td>Complete <strong>Grammar Quiz #8 on Dative and Accusative</strong> (Larkin, GIH Charts, 7) by <strong>Sat.</strong>, 5 pm.</td>
</tr>
</tbody>
</table>
|  | Catch up on any work not finished.  
Review Week 11 and plan your work schedule.  
Heads up: **KEY** Note that there is a grading key available for the word study φρονέω in next week’s homework. Follow the same procedure to have it available before you watch Lesson 25. |
**WEEK 11: __________________**

**Monday - Friday**

| TASK A | Do Exegesis of Phil. 2:5-11 (Literary Analysis/Word Study and Theological Analysis), using “Exegetical Worksheets” (Resources/Course Materials):

II. ANALYSIS...
   B. Literary Analysis...
      4. Word Study
         a. Focus the Meaning: Collect and Classify according to lexical and contextual meanings uses of \( \phi \rho \omega \nu \eta \omega \) (2:5), using Paul’s Prison Epistles as your database. Write a summary profile of the word’s meaning in the database, including emphases. Identify with reasons the meaning used in your passage.
         b. Illumine the Meaning: Choose either \( \tau \alpha \pi \varepsilon \iota \nu \omicron \omega \) (2:8) or \( \upsilon \varepsilon \rho \nu \psi \omega \) (2:9). Choose a fruitful Thought Context/Ancient Literature Area for your study. Locate and record at least one ancient source reference and content. Locate text of ancient sources using Bible Windows for LXX or [www.perseus.tufts.edu](http://www.perseus.tufts.edu) for others. Comment on what this use contributes to your understanding of the term’s meaning in your passage.
   C. Theological Analysis
      1. Biblical Theology Themes: Identify and note down reference and content to two themes. Comment on what each contributes to your understanding of the theme’s use in your passage.
      2. Systematic Theology: Note down the primary doctrine area to which your passage relates. Comment on how your passage contributes to biblical teaching on the doctrine. Refer to Grudem, table of contents and 549-552. [Available Resources/Reserve_Reading]
      3. Theological/Interpretational Difficulties: Answer the question, “What does it mean that Jesus emptied Himself?” (Phil. 2:7) using O’Brien and Fee, 210-211. [Fee is available at Resources/Reserve_Readings.] List solutions with arguments. Describe your preferred solution with reasons. Rate your degree of certainty with reasons.

**KEY** Complete the above assignment and e-mail it to your Instructor at least 24 hours before you want to watch Lesson 25 where the exegesis of Phil. 2:5-11 will be reviewed.

Watch **LESSON 25** (32:30 minutes).

| TASK B | Internet Interaction (Forum #5): Complete Task A. By Wednesday, post a 50-100 word paragraph on the *Exegetical Method: Theological Analysis of Phil 2:5-11* discussion topic Forums on the course site. In it, describe what, in your view, is the best interpretive option for the meaning of “he emptied himself” and what is the most convincing argument in support of that option. By Friday, read the postings of all your classmates and respond to at least two of them.
Watch **LESSON 26** (29:35 minutes). |
|---------|-------------------------------------------------|
| TASK D | Study Exegetical Method: Interpretation/Application and Homiletical Appropriation in Larkin, Chapter 14 and pp. 247-56.  
Watch **LESSON 27** (29:00 minutes). |
| **Saturday** | Catch up on any work not finished. Preview Week 12 and plan your work schedule.  
Heads up: **KEY KEY KEY** Three grading keys available for Lesson 28: MLO of Phil. 3:7-11, the exegetical outline, and for your homiletical work for Phil. 2:5-11. Follow the usual procedure.  
Books You also need to request one of the four commentaries from the CIU Reference Librarian for next week. |
### WEEK 12: ____________

<table>
<thead>
<tr>
<th>Monday - Friday</th>
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<tbody>
<tr>
<td>TASK A</td>
</tr>
<tr>
<td>Do Greek Reading of Phil. 4:1-11 (throughout the week).</td>
</tr>
</tbody>
</table>

*(Continued)*
Task B

Do Exegesis of Phil. 2:5-11 (Synthesis; Interpretation/Application; Homiletical Appropriation) all steps using “Exegetical Worksheets” (Resources/Course Materials) with the following specifications:

III. SYNTHESIS
   A. Exegetical Outline: Do an exegetical outline that represents the passage’s flow of thought by identifying and naming the passage’s thought units and organizing them in outline form.
   B. Biblical Coherence
      1. Basic Message: State the passage’s message in one sentence.
      2. Promotion of Book’s Purpose: State how the passage promotes the book’s purpose.
      3. Place in Salvation History and Biblical Thought: Describe where the passage fits in the Progress of Redemption and Revelation.

IV. INTERPRETATION / APPLICATION TO PERSONS IN CONTEMPORARY CULTURE
   A. Communication: Identify one idea from contemporary culture by which an idea from your passage can be communicated and explain how it is helpful in communication.
   B. Correction: Identify one principle from your passage which is “bad news” to contemporary culture. Describe the contemporary situation it corrects and the kind of implementation of change it calls for.
   C. Capture the Significance: Identify one principle from your passage which is “good news” to contemporary culture. Describe the contemporary situation it relieves and the kind of implementation of change it calls for.

Use Stowell, 4 (Study Guide Appendix I [Resources/Course Materials]) as a resource.

V. SERMON/LESSON DEVELOPMENT
   A. Framing the Sermon/Lesson: For the sermon, develop the subject, theme, proposition, and method.
   B. Developing Sermon/Lesson Outline: Develop a homiletical outline. Main points and sub-points should be stated as complete sentences. Include at least one application sub-point under each main point. Include the first line of the introduction and the first line of the conclusion.

Consult one of the following commentaries: Carson, Edwards, Hansen, Thielman on 1-2 verses of the passage. [Contact the CIU Reference Librarian at refdesk@ciu.edu.]

KEY Send your completed exegesis assignment (Synthesis; Interp/App; Hom. Appro) to your Instructor at least 24 hours before you want to watch Lesson 28.

Watch LESSON 28 (37:00 minutes).

(Continued)
| TASK C | Read “Methods and Aids for Textual Criticism” (Resources/Documents) and *UBS Greek New Testament, Introduction, *2-*39.  
Watch **LESSON 29** (43:30 minutes). |
| TASK D | Complete **Grammar Quiz #9 on Definite Article** (Larkin, GIH Charts, 8) by **Saturday, 5 pm**. |
| TASK E | Submit **Notebook 3** including the following two items:  
Translation and Mechanical Layout for Phil. 3:7-11 &  
Exegesis of Phil. 2:5-11 (Survey through Homiletical Appropriation).  
Submit Notebook 3 at the course website (Resources/Course Materials).  
**Deadline for this and all Notebooks:** Saturday, noon. |

**Saturday**

Preview Week 13 and plan your work schedule.  
Heads-up: 📚 You also need to request one of the four commentaries: Carson, Edwards, Hansen, Thielman from the CIU Reference Librarian for next week.
### WEEK 13: ____________

<table>
<thead>
<tr>
<th>Monday - Friday</th>
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<tbody>
<tr>
<td><strong>TASK A</strong> Do Greek Reading of Phil. 4:12-23 (throughout the week).</td>
<td></td>
</tr>
<tr>
<td><strong>TASK B</strong> Read B. M. Metzger, <em>Textual Commentary</em>, p. 547--comments on Phil. 3:3. [available at Resources/Reserve_Readings.]</td>
<td></td>
</tr>
<tr>
<td><strong>TASK C</strong> See the next page.</td>
<td></td>
</tr>
<tr>
<td><strong>TASK D</strong> Internet Interaction (Forum #6): Complete Task C–Literary Analysis: Context. By Wednesday, post a 50-100 word paragraph on the <em>Exegetical Method: Literary Analysis-Contest of Phil 3:7-11</em> discussion topic at Forums on the course site. In it, describe an insight you gained from studying the larger and immediate context of Phil. 3:7-11 and how you would put the insight to work in a sermon or teaching. By Friday, read the postings of all your classmates and respond to at least two of them.</td>
<td></td>
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</table>

| Saturday                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------|---|
| **TASK E** Complete **Grammar Quiz #10 on Pronouns & Prepositions** (Larkin, GIH Charts, 9-10) by **Saturday**, 5 pm.                                                                              |   |
| Catch up on any work not finished.                                              |   |
| Preview the next week’s assignments carefully! 😊                               |   |

*(Continued)*
| **TASK C** | Do Exegesis of Phil. 3:7-11 (Survey through Literary Analysis/Rhetorical Features) all steps using “Exegetical Worksheets” (Resources/Course Materials) with the following specifications:

| I. SURVEY | **A. Deal with Textual Critical Matters:** none  
**B. Raise Questions and Make Observations** (historical, literary, theological, interpretation/application, homiletic/didactic; 5 items) |

| II. ANALYSIS | **A. Historical Analysis**  
1. Introductory Matters: Comment on what the situation in which and to which the book was written contributes to the passage’s meaning.  
**B. Literary Analysis**  
1. **Context**  
   a. General Context: Comment on how the passage fits into the book’s outline  
   b. Immediate Context: Comment on the two preceding paragraphs prepare for your passage and how your passage prepares for the two paragraphs which follow.  
2. **Genre:** Identify the main and subgenre types which relate to your passage and analyze and comment on how they contribute to your understanding of the passage.  
3. **Syntax**  
   a. Grammar: Analyze a total of three items taken from 3 different areas of Grammar (structure, verbs, cases, “the rest”). Classify each of your items and comment on the contribution of each to the passage.  
   b. Rhetorical Features: Analyze a total of three items taken from 3 different areas of Rhetorical Features (word absence, word order, word arrangement, word figure). Classify each of your items and comment on the contribution of each to the passage. |

In addition to O’Brien, consult one of the following commentaries: Carson, Edwards, Hansen, Thielman.

**Watch LESSON 30** (41:55 minutes).
<table>
<thead>
<tr>
<th>Monday - Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>HAPPY THANKSGIVING!</strong></td>
</tr>
<tr>
<td><em>(Don’t eat too much!)</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Saturday</th>
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</thead>
<tbody>
<tr>
<td>Catch up on any work not finished.</td>
</tr>
<tr>
<td>Work ahead if desired.</td>
</tr>
<tr>
<td>Preview Week 14 and plan your work schedule.</td>
</tr>
<tr>
<td>Heads up: <strong>KEY</strong>  Grading key available in Lesson 31 for the δικαιοσύνη word study.</td>
</tr>
</tbody>
</table>
Week 14: ____________

<table>
<thead>
<tr>
<th>Monday - Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>TASK A</strong></td>
</tr>
<tr>
<td>See the next page for TASK A.</td>
</tr>
<tr>
<td><strong>TASK B</strong></td>
</tr>
<tr>
<td>Internet Interaction (Forum #7): Complete Task A–Literary Analysis-Word Study-Illumine the Meaning. By Wednesday, post a 50-100 word paragraph on the <em>Exegetical Method: Literary Analysis-Word Study-Illumine the Meaning of Phil 3:7-11</em> discussion topic at Forums on the course site. In it, describe the value you see in a resource like TLG. Comment on how your study of background helped you understand Phil. 3:7-11 better and how you would put it to work in a sermon or teaching. By Friday, read the postings of all your classmates and respond to at least two of them.</td>
</tr>
<tr>
<td><strong>TASK C</strong></td>
</tr>
<tr>
<td>Review Larkin, 36-37 on computer and internet resources for the road ahead in your studies. See also New Testament Commentary Resources and Biblical Studies Software and Internet Resources on the course website (Resources/Documents).</td>
</tr>
<tr>
<td><strong>TASK D</strong></td>
</tr>
<tr>
<td>Study Didactic Appropriation in Larkin, 267-78.</td>
</tr>
<tr>
<td>Watch <strong>LESSON 32</strong> (45:00 minutes).</td>
</tr>
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</table>

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<thead>
<tr>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catch up on any work not finished.</td>
</tr>
<tr>
<td>Heads up:</td>
</tr>
<tr>
<td>🌟 Your 4th and last time to select a commentary for an assignment.</td>
</tr>
<tr>
<td><strong>KEY</strong> Grading key of the exegetical outline available for Lesson 33.</td>
</tr>
</tbody>
</table>

*(Continued)*
**TASK A**  
Do Exegesis of Phil. 3:7-11 (Literary Analysis/Word Study; Theological Analysis) all steps using “Exegetical Worksheets” (Resources/Course Materials) with the following specifications:

II. ANALYSIS . . .
B. Literary Analysis . . .
   4. Word Study
      a. Focus the Meaning: Collect and Classify uses, according to lexical and contextual meanings, of δικαιοσύνη (3:9), using Galatians, Ephesians, Philippians as your database. Write a summary profile of the word’s meaning in the database, including emphases. Identify with reasons the meaning used in your passage.
      b. Illumine the Meaning: Research, using TLG computer database, either κέρδος (3:7) in Epictetus Phil. or κοινωνία (3:10) in Flavius Philostratus Soph. For the word you select, identify and validate the fruitful Thought Context/Ancient Literature Area for study selected. Locate and record at least two ancient source references and content from the database noted above. Comment on what each use contributes to your understanding of the term’s meaning in your passage. See the English text for Epictetus and Philostratus. [Available at Resources/Reserve Readings.]

C. Theological Analysis
   1. Biblical Theology Themes: Identify and note down reference and content to two themes. Comment on what each contributes to your understanding of the theme’s use in your passage.
   2. Systematic Theology: Note down the primary doctrine area to which your passage relates. Comment on how your passage contributes to biblical teaching on the doctrine. See Erickson, Christian Theology, 177-178; 953-954; 974-975; 1194-1200; 1206-1217; 1267. [Available at Resources/Reserve_Readings.]

Consult O’Brien throughout.

**KEY**  
Send your completed assignment to your Instructor at least 24 hours before you want to watch Lesson 31 to receive the δικαιοσύνη word study grading key.

Watch **LESSON 31** (42:15 minutes).
### Week 15: ___________

<table>
<thead>
<tr>
<th>Monday - Friday</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>TASK A</strong></td>
<td>Internet Interaction: Participate in an Online Chat 3: “Seeing the Exegetical Method Whole.” Enter through Chats on course website. Click on (Version without frames and JavaScript) in order to avoid timing out.</td>
</tr>
<tr>
<td><strong>TASK B</strong></td>
<td>See the next page for TASKS B-C.</td>
</tr>
<tr>
<td><strong>TASK C</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saturday</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Catch up on any work not finished.</td>
<td></td>
</tr>
<tr>
<td>Preview Week 16 (the last week!) and plan for submitting the final Notebook and taking the final exam.</td>
<td></td>
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</tbody>
</table>

*(Continued)*
Do Exegesis of Phil. 3:7-11 (Synthesis; Interpretation/Application; Didactic Appropriation) using “Exegetical Worksheets” (Resources/Course Materials):

III. SYNTHESIS
   A. Exegetical Outline: Do an exegetical outline that represent the passage’s flow of thought by identifying and naming the passage’s thought units and organizing them in outline form.
   B. Biblical Coherence
      1. Basic Message: State the passage’s message in one sentence.
      2. Promotion of Book’s Purpose: State how the passage promotes the book’s purpose.
      3. Place in Salvation History and Biblical Thought: Describe where the passage fits in the Progress of Redemption and Revelation.

IV. INTERPRETATION FOR & APPLICATION TO PERSONS IN CONTEMPORARY CULTURE
   A. Communication: Identify one idea from contemporary culture by which an idea from your passage can be communicated and explain how it is helpful in communication.
   B. Correction: Identify one principle from your passage which is “bad news” to contemporary culture. Describe the contemporary situation it correct and the kind of implementation of change it calls for.
   C. Capture the Significance: Identify one principle from your passage which is “good news” to contemporary culture. Describe the contemporary situation it relieves and the kind of implementation of change it calls for.

Pursue Interpretation/Application by interacting with Oprah Winfrey on Meditation (Resources/Reserve_Readings). also, http://www.oprah.com/spirit/meditation-with-Oprah/1

V. SERMON/LESSON DEVELOPMENT
   A. Framing the Sermon/Lesson: For the sermon, develop the subject, theme, proposition, and method.
   B. Developing Sermon/Lesson Outline: Develop a teaching outline containing observation, interpretation and application questions.

Consult one of the following commentaries: Carson, Edwards, Hansen, Thielman for 1-2 verses of your passage.

KEY E-mail your assignment to your Instructor at least 24 hours before you want to watch Lesson 33 to receive the grading key on the exegetical outline for Phil. 3:7-11.

Watch Lesson 33 (34:5 minutes).

Watch Lesson 34 (26:25 minutes).
## WEEK 16: ____________

<table>
<thead>
<tr>
<th>Monday - Friday</th>
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<tbody>
<tr>
<td><strong>TASK A</strong></td>
</tr>
<tr>
<td>Study for, complete &amp; submit <strong>Final Exam: Parts One &amp; Two</strong> (at Resources/Activities/Assignments).</td>
</tr>
<tr>
<td>Exam must be submitted not later than Friday by 5 PM, EST.</td>
</tr>
<tr>
<td><strong>TASK B</strong></td>
</tr>
<tr>
<td>Submit Notebook 4 including the following items:</td>
</tr>
<tr>
<td>1. Exegesis of Phil. 3:7-11 (Survey through Didactic Appropriation).</td>
</tr>
<tr>
<td>2. Greek Reading Checklist.</td>
</tr>
<tr>
<td>3. Commentary Use Checklist.</td>
</tr>
<tr>
<td>Notebook must be submitted at Resources/Activities/Assignments not later than Friday by 5 PM, EST.</td>
</tr>
<tr>
<td>Complete the online course evaluation at the course website homepage. You must complete this confidential survey to receive your final grade.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sleep in !!!</strong></td>
</tr>
<tr>
<td><strong>CONGRATULATIONS!</strong></td>
</tr>
<tr>
<td><strong>Merry Christmas!</strong></td>
</tr>
<tr>
<td><em>Start praying about being refreshed and strengthened to have a wonderful, life and ministry-enriching experience in Greek 4!</em></td>
</tr>
</tbody>
</table>
VI. BIBLIOGRAPHY

BIBLIOGRAPHY ON EXEGETICAL METHOD (Supplements Larkin)


BIBLIOGRAPHY ON NEW TESTAMENT GREEK GRAMMAR (Supplements Wallace)


SELECT BIBLIOGRAPHY ON PHILIPPIANS
(Supplements Fee)

Barth, K. The Epistle to the Philippians (40th Anniversary Edition; 2002).
Bockmuehl, M. The Epistle to the Philippians (Black’s NTC, 1998).
Fee, G. D. Philippians (IVP NTC, 1999).
Fowl, S. Philippians (Two Horizons NTC, 2005).
New Interpreters Bible vol. 11--The Second Letter to the Corinthians through Philemon (Philippians--M. D. Hooker; 2000).
Osiek, C. Philippians, Philemon (Abingdon NTC, 2000).
Reed, J. T. A Discourse Analysis of Philippians: Method and Rhetoric in the Debate over Literary Integrity
SELECT BIBLIOGRAPHY ON PHILIPPIANS 2:5-11
(supplements Fee)


