Lesson 2 - Exegetical papers and research skills

Word Studies are in Lesson 4

Resources:

* [New Testament Exegesis: A Handbook for Students and Pastors](https://ncbc.populiweb.com/router/courseofferings/10737644/books/2954469/show) (Fee)
* [Old Testament Exegesis: A Handbook for Students and Pastors](https://ncbc.populiweb.com/router/courseofferings/10737644/books/2954470/show) (Stuart)
* Undergraduates read: How to Read the Bible for all Its Worth (Stuart & Fee)
	+ [An Introduction to the Old Testament: Second Edition](https://ncbc.populiweb.com/router/courseofferings/10737644/books/2954472/show) (Dillard and Longman)
	+ [Life in the Spirit New Testament Commentary 2016](https://ncbc.populiweb.com/router/courseofferings/10737644/books/2954468/show) (Arrington and Stronstad- Pentecostal)
	+ [Spirit Hermeneutics: Reading Scripture in Light of Pentecost](https://ncbc.populiweb.com/router/courseofferings/10737644/books/2954471/show) (Keener)
	+ [The IVP Bible Background Commentary: New Testament](https://ncbc.populiweb.com/router/courseofferings/10737644/books/2954467/show) (Keener)
	+ [The IVP Bible Background Commentary: Old Testament](https://ncbc.populiweb.com/router/courseofferings/10737644/books/2954466/show) (Chavalas,Matthews, and Walton)

## Your Exegetical Paper

Walk through the sections of their exegetical paper.

1. Pick the passage (about 6 verses in Corinthians) and Outline the passage (6-8 sentences)
2. Theological Themes
3. Literary Context 1 - passage fits within the chapter and book
4. English Translation
5. Literary Context 2 - why was the passage written by the author? (citations)
6. Cultural Context - history, culture, geography, social concerns (citations)
7. Bullets 1-2 (verse by verse) - word studies, commentaries,...
8. Bullets 3-4 (verse by verse)
9. Bullets 5-6 (verse by verse)
10. Application (most of the preaching may come from here)
11. Intro & Conc
12. Final Paper (Turabian, Bibliograph and footnotes)

## What is an exegetical study?

*Old Testament Exegesis* - Stuart (points taken from here)

*New Testament Exegesis* - Fee

1.1 Text

1.1.1 Confirm the limits of the passage - “try to be sure that the passage you have chosen for exegesis is a genuine, self-contained unit (sometimes called a pericope).” Do not trust the chapter and verse divisions.

1.1.2 Compare the versions. Use a trustworthy modern translation. Look for any words or phrase you may need to do a word study. (If you know Greek, Aramaic, or Hebrew, then you are looking for translation issues). “Your task is to reconstruct as far as possible the text as originally inspired by God, not to rewrite it.”

1.1.3 Reconstruct and annotate the text. (For non-Greek and non-Hebrew scholars use multiple versions of the English and compare the different word and phrase choices. Pick out as many words as needed and look them up).

1.1.4 Present poetry in versified form. Look for poetry, parallelism, rhyme, and repetitions.

1.2 Translation

1.2.1 Prepare a tentative translation of your reconstructed text. Look up in a lexicon (ie. Mounce’s Greek) all words whose range of meaning you are not absolutely certain of. Remember many words have a range of meanings and not a single meaning. “A single Hebrew word rarely corresponds precisely to a single English word but may range in meaning through all or parts of several different English words. Translation therefore almost always involves selection.”

1.2.2 Check the correspondence of text and translation. Have you considered the possibility of using several English words to convey the meaning of one Hebrew word? Have you made your translation overly complicated?

1.2.3 Revise the translation as you continue. “Also, as you make decisions about the literary and theological contexts of your passage, you will likewise be developing better judgment about the translation.”

1.2.4 Provie a finished translation.

1.3 Grammatical Data

1.3.1 Analyze the significant grammatical issues. Could any sentences, clauses, or phrases be read differently?

Look at the verbs. Is there any special grammar like lists, conjunctions, or other features?

1.4 Lexical Data

1.4.1 Explain all words and concepts that are not obvious. Proper nouns almost always deserve attention. What is the concept of the passage? Are there words that are synonyms or repeated, themes of imagery?

 1.4.2 Concentrate on the most important concepts, words, and wording.

1.4.3 Do word studies of the most crucial words. key words.

1.4.4 Identify any special semantic features. irony, anaphora, epiphora, paronomasia, metonymy, hendiadys, formulas, loanwords, purposeful archaizing, and etymological oddities.

1.5 Form

1.5.1 Identify the general literary type (genre). Poetry, prose, song…

1.5.2 Identify the specific literary type (form). historical narrative, dream-vision, autobiography, history, prophetic autobiography…

1.5.3 Look for subcategories. prophet-angel dialogue, dream account, monarch narrative…

1.5.4 Suggest a life setting. “Try to link the passage (in the sense of its form or forms) with the real situation of its use.” For example, “a prophet has borrowed the funeral dirge form from the life,” a psalm, royal accession song, wisdom sayings,…

1.5.5 Analyze the completeness of the form. Compare your passage to other passages that have the same form. What gives your passage a special function in the Bible? Uniqueness.

1.5.6 Be alert to partial and broken forms. For example, when prophets speak it may be in "covenant lawsuit” form, (today we have breaking news story form). Is there any form to the passage like a beginning or end (sandwiching is called inclusio)?

1.6 Structure

1.6.1 Outline the passage. Try to construct an outline that genuinely represents the major units of information. Look for concepts, themes, issues, or topics. The outline will have 3-5 major points (3-point sermon). It may help to look for clauses (and, but, however, therefore,…)

1.6.2 Look for patterns. What are the key features, developments, pivotal words, unique forms, chiasms, parallelisms, inclusions, and repetitions? Are there any concepts, words, phrases, images, or expressions being used in synonyms or contrasts?

1.6.3 Organize your discussion of structure according to descending units of size

1.6.4 Evaluate the intentionality of the minor patterns

1.6.5 If the passage is poetic, analyze it accodingly. Lay it out line by line.

1.7 Historical Context

1.7.1 Research the Historical Background. Look at the setting, events, trends, and developments. Is there any archaeological data?

1.7.2 Research the Social Setting. Where in the life of the nation of Israel or the church age are the events located? Is anything culturally relevant for today?

1.7.3 Research the historical foreground. What comes next? What ultimately happened to the people (espeically important in the OT).

1.7.4 Research the geographical setting. Was this written in a tribal, territory, village, city, metropolis? What is teh topography, regional culture, the cultural centers, or economy like?

1.7.5 Date the passage. Seek the date for when the events happened and also when the passage was written (sometimes hundreds of years apart). Precise dating is not always possible (so get a best date range).

1.8 Literary Context

1.8.1 Examine the literary function. "Does it fill in, add on, introduce, bring to completion, or counterbalance the book?” “Is it self-contained?”

1.8.2 Examine the placement. "Just how does it fit within the section, book, division, Testament, Bible—in that order?”

1.8.3 Analyze the details. "What things does it concentrate on, and what does it leave unsaid?”

1.8.4 Analyze the authorship. Are there "motifs, style, vocabulary, and so forth, with other portions of Scripture from the hand of the same author?”

1.9 Biblical Content.

How the passage as a complete entity actually fits into a broader body of truth.

1.9.1 Analyze the use of the passage elsewhere in Scripture. "Is the passage or any part of it quoted or alluded to anywhere else in the Bible?” “The fact that a portion of a passage is quoted elsewhere in Scripture may say a great deal about its intended impact, its uniqueness, its foundational nature theologically, or the like. “

1.9.2 Analyze the passage’s relation to the rest of Scripture. How does this passage relate to the rest of Scripture?

1.9.3 Analyze the passage’s import for understanding Scripture. “Does the passage affect the meaning or value of other Scriptures in a way that crosses literary or historical lines? Does the passage concern issues dealt with in the same or different ways elsewhere in Scripture?”

1.10 Theology

1.10.1 Locate the passage theologically. "Where does the passage fit within the whole corpus of revelation constituting Christian theology? Under which covenant does it fit?” “Is it still relevant as a historical example of God’s relationship to human beings, or as an indication of God’s holiness, standards, justice, immanence, transcendence, compassion, and so forth?”

1.10.2 Identify the specific issues raised or solved by the passage. What are the problems, blessings, concerns, confidences, or issues being addressed?

1.10.3 Analyze the theological contribution of the passage. Does the passage address or solve any doctrinal issues? How does this passage address theology that is consistent with the whole of Scripture?

1.11 Application.

The Holy Spirit guides this and applies the Bible to our hearts. “Many exegetes believe, however, that their responsibilities stop with the past—that exegesis is the attempt to discover what the text meant, not what it means now.” First, it ignores the ultimate reason why we do exegesis: the desire to hear and obey God’s word. Exegesis should not be “empty intellectual entertainment,” the word of God is meant to transform hearts. “The Scriptures are our Scriptures, not just the Scriptures of the ancients.”

1.11.1 List the life issues. How are such issues still active or not in modern culture? How will this passage affect your modern audience?

1.11.2 Clarify the nature of the application. Does it inform or direct the reader?

1.11.3 Clarify the possible areas of application. Is it a faith or action step, which are usually inseparable. ?

1.11.4 Identify the audience and the application. What might be said to an individual (pastor, parent, child, humble, weak)? What may need to be enacted by a corporate group (church, nation, family)?

 1.11.5 Establish the categories of the application. Is it personal (internal) or interpersonal (relational)? Is there sin, doubt, faith, relationship, economy to be addressed?

1.11.6 Determine the time focus of the application. past, present, or future. Immediate action? reflection on the past at what God has done?

1.11.7 Fix the limits of the application. Messianic passages may have had an OT message, then again in teh NT? Is there multiple application times?

1.12 Secondary Literature (Commentaries)

1.12.1 Investigate and learn from what others have said about the passage. Do your own thinking, do not just try to merge other’s ideas. Are there things that others are saying that are contradictory? What views do you agree with?

1.12.2 Compare and adjust. “Have the conclusions of other scholars helped you to change your analysis in any way?”

1.12.3 Apply your discoveries throughout your paper or project. Do not add a section on secondary literature, you should agree and disagree with it throughout your exegesis paper.

### Sermons

- Do not preach your exegesis.

- Word study information should be shared minimally.

-Authorship, geography, social and historical context should be shared only as needed.

- Preaching is applied exegesis. It is an informed application of the text.

- Read, re-read, listen to your passage

- Keep the book context in mind.

### Academic Style Guides

* See the Files section
* No first and second person pronouns: “we” “I” “me” “us”
* Use the proper abbreviations for books of the Bible (and OT and NT)
* All quotes and paraphrases should start with the author’s last name. Show agreement or disagreement. Example: Fee makes an important point that “Paul was once a Pharisee and his background was extensive.” That statement shows agreement. Example: Walker makes a questionable assumption when he concludes that “Paul did not like dogs and cats based on the metaphors he uses.” That statement shows disagreement with a commentator.

## Research Skills

**Research material - Age Matters**

Remember books, commentaries, and articles should be after 1990 or 2000. Older material does not account for more recent scholarship and archeology.

**Research material - Author Matters**

Additionally, most books on Proquest will have academic authors but occasionally there is a popular author. At the graduate-level the author’s qualifications matter and they need to be academic (with a terminal degree: ThD, PhD, or Dmin) (MDiv, ThB, ThM are not terminal degrees).

Study Bibles are not scholarly enough and may not give a uniform answer (ie. authorship) without the discussion of uncertainty. They may give author and context to some extent. Use a Bible dictionary, encyclopedia, Bible background book, or something scholarly.

**Possible Sample of Books from Proquest Library**

Please remember that not all authors in Proquest have the same theology; some academic writers do not have a personal relationship with Jesus or may hold to a liberal theology. It is your job to read and research with care. Some authors may do wonderful word studies or grammatical deconstruction but their theology may not be orthodox; use the parts you can.

Some of the resource that may be helpful here <https://ncbc.net/library-proquest/> (the cite book feature will let you get Bibliography entries that are close to the right format. Use the “Chicago/Turabian - Notes-Bibliography” option, not MLA format.)

Barton, John, and Muddiman, John, eds. *The Oxford Bible Commentary*. Oxford: Oxford University Press, Incorporated, 2013.

McFarland, Ian A., Fergusson, David A. S., Kilby, Karen, Torrance, Iain R., and Torrance, Iain R, eds. *The Cambridge Dictionary of Christian Theology*. Cambridge: Cambridge University Press, 2011.

Porter, Stanley E.. *The Apostle Paul : His Life, Thought, and Letters*, Wm. B. Eerdmans Publishing Co., 2016.

Search Term “Corinthians” brought up these commentaries:

Proctor, John. *First and Second Corinthians*. Louisville, KY: Presbyterian Publishing Corporation, 2015.

Matera, Frank J.. *II Corinthians : A Commentary*. Louisville: Presbyterian Publishing Corporation, 2013.

Barrett, C. K.. *Second Epistle to the Corinthians*. London: Bloomsbury Publishing Plc, 2001.

Cameron, Ron, and Miller, Merrill P.. *Redescribing Paul and the Corinthians*. Atlanta: Society of Biblical Literature, 2011.

Barry, John D.. *Cutting Ties with Darkness : 2 Corinthians*. Ashland: Lexham Press, 2015.

Swindoll, Charles R.. *Insights on 1 and 2 Corinthians*. Carol Stream, IL: Tyndale House Publishers, 2017. (This book should not be cited as graduate level research. Swindoll is a popular author and does not have the background to be cited at the graduate level. His work may be insightful and worth reading but it should not be cited or used as part of your formal research.)

Seifrid, Mark A.. *The Second Letter to the Corinthians*. Grand Rapids: William B. Eerdmans Publishing Company, 2014.

O'Mahony, Kieran. *Pauline Persuasion : A Sounding in 2 Corinthians 8-9*. London: Bloomsbury Publishing Plc, 2001.

Bieringer, Reimund, Nathan, Emmanuel, Pollefeyt, Didier, and Tomson, Peter J., eds. *Second Corinthians in the Perspective of Late Second Temple Judaism*. Boston: BRILL, 2014.

Duff, Paul B.. *Moses in Corinth : The Apologetic Context of 2 Corinthians 3*. Boston: BRILL, 2015.

Schellenberg, Ryan S.. *Rethinking Paul's Rhetorical Education : Comparative Rhetoric and 2 Corinthians*. Williston: Society of Biblical Literature, 2013.

Odell-Scott, David. *Paul's Critique of Theocracy : A/Theocracy in Corinthians and Galatians*. London: Bloomsbury Publishing Plc, 2009.

Crafton, Jeffrey. *The Agency of the Apostle : A Dramatistic Analysis of Paul's Responses to Conflict in 2 Corinthians*. London: Bloomsbury Publishing Plc, 1991.

Welborn, L. L.. *An End to Enmity : Paul and the Wrongdoer of Second Corinthians*. Berlin/Boston: De Gruyter, Inc., 2011.

Gignilliat, Mark S.. *Paul and Isaiah's Servants : Paul's Theological Reading of Isaiah 40-66 in 2 Corinthians 5:14-6:10*. London: Bloomsbury Publishing Plc, 2007.

Jervis, L. Ann, and Richardson, Peter, eds. *Gospel in Paul : Studies on Corinthians, Galatians and Romans for Richard N. Longenecker*. London: Bloomsbury Publishing Plc, 1994.

Greek Word Study possibilities (I doubt these books will help much. Most likely you will need to use a Lexicon from another source like a Bible Study computer package, library, or buy one on Amazon.)

Danove, Paul L.. *A Grammatical and Exegetical Study of New Testament Verbs of Transference : A Case Frame Guide to Interpretation and Translation*, Bloomsbury Publishing Plc, 2009.

Bons, Eberhard, Joosten, Jan, and Hunziker-Rodewald, Regine, eds. *Biblical Lexicology: Hebrew and Greek : Semantics - Exegesis - Translation*. Berlin/Boston: De Gruyter, Inc., 2015.

Porter, Stanley E., and Carson, D. A., eds. *Linguistics and the New Testament : Critical Junctures*. London: Bloomsbury Publishing Plc, 1999.

**Suggested books from Open Access Digital Theological Library:**

“Corinthians” (2900), last 25 years (2000), full text (1900), peer reviewed (927), English. (Before I ran peer reviewed Henry Blackaby Study Guide showed up. Popular author, not scholarly source.) 1.6K articles and 58 books. You will notice these 854 titles are very specific to a passage or issue. Refine the search to possibly your passage or its ideas (ex. "2 corinthians 4").

“Greek Lexicon” and the first thing that came up was “A Patristic Greek Lexicon” from 1961. This book is a bit old for a standard word study and is only helpful if you want to know what early Church father’s (patristics) thought of the Greek translation or usage of words. Almost everything else that came up in this search was from the 1800s or early 1900s and not considered recent scholarship (it does not account for the Dead Sea Scrolls or other newer finds). Elementary New Testament Greek is more of course notes than a helpful dictionary <https://place.asburyseminary.edu/cgi/viewcontent.cgi?article=1005&context=academicbooks>

**Suggest also Google Scholar to search for articles:**

[**https://scholar.google.com/**](https://scholar.google.com/)

**Suggested Resources:**

<https://ncbc.net/library/>

**San Jose Public Library**

## Grimm, [A Greek-English Lexicon of the New Testament](https://sjpl.bibliocommons.com/item/show/2171089156). This is from the 1970s. We really should find something more up to date.