

148.615EG New Testament: First Corinthians
Course Assessment and Delivery Outline

Campus: Henderson and Christchurch (by video conferencing)
Lecturer: Mark Keown (HNS), Alistair Donaldson (Tutor, CHCH)

Semester 2, 2015
NQF Level: 6, 15 credits

CONTENT OVERVIEW

An examination of the life setting, contents and theological perspectives of 1 Corinthians, together with a consideration of selected themes in Pauline theology. Exegesis of selected English texts, or translation and exegesis of selected Greek texts.

ASSESSMENT SCHEDULE – ENGLISH OPTION

Assessment	Word Count	% Final Grade	Due Date
Content Test	N/A	10%	7 August
Exegetical Essay	2500	45%	2 October
Thematic Essay	2500	45%	6 November

ASSESSMENT SCHEDULE – GREEK OPTION

Assessment	Word Count	% Final Grade	Due Date
Translation and Exegetical Essay	2500 + Translation	40%	4 September
Thematic Essay	2500	40%	9 October
Reading Log	N/A	20%	6 November

COURSE SCHEDULE

WK	DATE	LECTURE	PRE-READING (Optional/encouraged)	ASSESSMENT TASK
1	Thurs 23 July	Course Requirements Intro to 1 Corinthians Background and Summary	Ch. 1 Ch. 2	
2	Thurs 30 July	Exegetical Analysis 1 Cor 1 Discussion: Paul and the Christ-Pattern	Ch. 3 Ch. 8	
3	Thurs 6 Aug	Exegetical Analysis 1 Cor 2	Ch. 3	
	Fri 7 Aug			Online Content Test Due (English)
4	Thurs 13 Aug	Exegetical Analysis 1 Cor 3 Discussion: Paul and the Church	Ch. 3 Ch. 9	
	Thurs 20 Aug	NO LECTURES INTENSIVE WEEK		
5	Thurs 27 Aug	Exegetical Analysis 1 Cor 4 Discussion: Paul and Leadership	Ch. 3 Ch. 10	
6	Thurs 3 Sept	Overview 1 Cor 5-7 Discussion: Paul and Homosexuality	Ch. 4 Ch. 11	
	Fri 4 Sept			Translation & Exegetical Essay (Greek)
7	Thurs 10 Sept	Overview 1 Cor 8-11 Discussion: Paul, Ethics, Love and Freedom	Ch. 4 Ch. 12	
8	Thurs 17 Sept	Exegetical Analysis: 1 Cor 12 Discussion Paul and the Spirit	Ch. 5 Ch. 13	
9	Thurs 24 Sept	Exegetical Analysis: 1 Cor 13	Ch. 5	
	Thurs 1 Oct	NO LECTURES MID-SEMESTER BREAK		
	Fri 2 Oct			Exegetical Essay (English)
	Thurs 8 Oct	NO LECTURES MID-SEMESTER BREAK		
	Fri 9 Oct			Thematic Essay (Greek)
10	Thurs 15 Oct	Exegetical Analysis: 1 Cor 14 Discussion: Paul and Women	Ch. 5 Ch. 14	
11	Thurs 22 Oct	Exegetical Analysis: 1 Cor 15 Discussion Paul and Eschatology	Ch. 6 Ch. 15; Appendix One: Resurrection	
12	Thurs 29 Oct	Summary Catch Up as Needed	Ch. 7, 14, 15	
	Fri 6 Nov			Thematic Essay (English) Reading Log (Greek)

ASSESSMENT REQUIREMENTS – ENGLISH OPTION

Content Test

Length:	Not Applicable
Learning outcomes:	1
Percentage weighting:	10%
Due date:	11.59pm, Friday, August 7, 2015

Students log into Moodle and take the online test. The test will examine the student's knowledge and understanding of 1 Corinthians both in terms of content and background. In preparation the student should read 1 Corinthians thoroughly taking notes and considering its content and structure. They should also read the Course Notes Chapter Two Pages 6–38. Then they should attempt the online test which will include multi-choice questions. There will be no time limit and the Bible and notes can be consulted.

Exegetical Essay

Length:	2500 words
Learning outcomes:	2, 3, 5
Percentage weighting:	45%
Due date:	11.59pm, Friday, October 2, 2015

Essay Topics

Students can choose from these passages in 1 Corinthians:

1 Cor 1:10-17, 18-25; 2:1-4, 10:23–11:1; 12:4–11; 13:1–6; 15:1–11, 12–1, 50-58.

Students who wish to exegete a different passage should discuss this with the lecturer.

Criteria for Assessment

1	Context and Literary Features: Before exegeting the passage, brief comments should be made on the historical context of the epistle, literary and thematic context of the passage, its literary character (viz., genre and literary devices), and major issues of interpretation that emerge in the text. These should not be disconnected from the text <i>but be related to the text and leading into the analysis that will follow</i> . This should make up around 25% of the essay.
2	Engagement with, and analysis of, the Text: Exegesis is the ability to draw the intended meaning(s) of a selected text out and explain it clearly and succinctly in an ordered structured way. The whole essay should draw from the text the key themes in relation to the overall theme (s) of the passage selected. Along the way toward outlining the primary meaning (s) of the text you need to discern the major ideas of exegetical significance in the passage and summarise these. Points of very minor exegetical significance (i.e., those that do not affect the essential meaning of a verse) need not be examined. A summary of key points should be provided in the conclusion to the paper.
3	Depth of exegetical insight and critical awareness: As you draw out the main meaning of the text and key exegetical points you will be assessed on your ability to explore these key themes and ideas critically and insightfully. This involves recognizing key connections especially within the immediate context, the book in which it stands and the other writings of the author. Connections to the wider NT, the OT, Judaism and Greco-Roman culture can also be made where applicable. Clearly space precludes in-depth discussions of these points but the more your essay indicates your awareness of these connections the better.
4	Use of Research Tools and Secondary Literature: As you present your work, it is expected that you will show interaction with at least three of the recent major commentaries. Insights from commentators should be integrated into a single coherent summary of Paul's intended meaning in each sub-section of the passage. Where <u>major and significant</u> differences of opinion exist among commentators, you should note these

	succinctly and, express a preference for one option.
5	Quality of Writing: That the essay reads well as an essay. Your paper should begin with a clear introduction which outlines the structure and thought of the essay. The essay should be written in continuous prose and set out in a way that allows the thematic structure of the passage to emerge. Sub-headings should be used to identify the major stages of the argument.
6	Adherence to College Expectations: That referencing is accurate; that footnotes are used formatted correctly; that word count is followed; that formatting meets expectations.
7	Application: In the section looking at application, the ability to draw from the text in a succinct and critical fashion points of connection to today's culture.

Thematic Essay

Length:	2500 words
Learning outcomes:	4, 5
Percentage weighting:	45%
Due date:	11.59pm, Friday, November 6, 2015

Students should write an essay on a chosen theme in 1 Corinthians. You have the choice from the themes listed below. Students are entitled to suggest a theme from 1 Corinthians not on the list. The essay is to be based on 1 Corinthians and one aspect of Paul's thought within the letter. You can also draw comparison and links to other Pauline passages, and if appropriate, other biblical texts. However, this focus is 1 Corinthians. The essay cannot be based on one short passage but be broad enough to demonstrate engagement across more than one small part of the letter. The essay should tell how Paul develops the theme within the letter and then consider the implications of his thought for life today. The implications for life today should take up no more than 300 words of the essay. The essay must conform to College requirements. The essay should include a bibliography. You are to use the College Style Guide carefully and accurately.

Criteria for Assessment

1	Content and Thoroughness: That the theme in question has been thoroughly addressed with the main content from 1 Corinthians taken into account.
2	Critical Engagement with the Text: That the essay demonstrates an ability to work from text to theme, engaging not only with secondary literature, but with the text. It is hoped that not only to cite Scripture (proof-texting), but do so critically with regards to historical setting, literary setting and social setting.
3	Secondary Literature: That the essay has engaged sufficiently with scholarship relevant to the theme at hand.
4	Quality of Thought, Argument: That the essay demonstrates depth of thinking, good analysis, an effective structure, synthesis of material and follows a coherent argument.
5	Quality of Writing: That the essay is free of grammatical and other errors and reads well.
6	Adherence to College Expectations: This includes formatting, word count (no compromise here says the editor), correct formatting of footnotes and bibliography.
7	Referencing and bibliography: That the student has shown critical engagement in the footnoting and that the bibliography is adequate.
8	Application: That the essay reflects good critical application of the insights gleaned from the study for a Christian young adult today.

Possible Themes

1. Unity in 1 Corinthians
2. Sexual immorality in 1 Corinthians
3. Spiritual Gifts in 1 Corinthians
4. The importance of love in 1 Corinthians
5. The place of women in 1 Corinthians
6. The resurrection in 1 Corinthians

7. Images of the church in 1 Corinthians
8. Mission in 1 Corinthians

Students can suggest alternatives in consultation with the lecturer.

ASSESSMENT REQUIREMENTS – GREEK OPTION

Translation and Exegetical Essay

Length: 2500 words plus translation
 Learning outcomes: 1, 2, 3, 5
 Percentage weighting: 40%
 Due date: 11.59pm, Friday, September 4, 2015

Students can choose any passage of between 5 and 10 verses from any part of 1 Corinthians and write an exegetical essay.

Criteria for Assessment

1	Context and Literary Features: Before exegeting the passage, brief comments should be made on the historical context of the epistle, literary and thematic context of the passage, its literary character (viz., genre and literary devices), and major issues of interpretation that emerge in the text. These should not be disconnected from the text but be related to the text and leading into the analysis that will follow. This should make up around 25% of the essay.
2	Quality of Translation: The chosen text should be translated. Where critical choices are made, insert footnotes and explain the choices. These will include debated meanings of words/phrases, textual variants, and translation choices.
3	Analysis of the Text: Exegesis is the ability to draw the intended meaning(s) of a selected text out and explain it clearly and succinctly in an ordered structured way. The whole essay should draw from the text the key themes in relation to the overall theme (s) of the passage selected. Along the way toward outlining the primary meaning (s) of the text you need to discern the major ideas of exegetical significance in the passage and summarise these. Points of very minor exegetical significance (i.e., those that do not affect the essential meaning of a verse) need not be examined. A summary of key points should be provided in the conclusion to the paper. Greek students should demonstrate here an ability to note critical issues drawn out of knowledge of the Greek.
4	Depth of exegetical insight and critical awareness: As you draw out the main meaning of the text and key exegetical points you will be assessed on your ability to explore these key themes and ideas critically and insightfully. This involves recognizing key connections especially within the immediate context, the book in which it stands and the other writings of the author. Connections to the wider NT, the OT, Judaism and Greco-Roman culture can also be made where applicable. Clearly space precludes in-depth discussions of these points but the more your essay indicates your awareness of these connections the better. Greek students should demonstrate an ability to draw from the original language.
5	Use of Research Tools and Secondary Literature: As you present your work, it is expected that you will show interaction with at least three of the recent major commentaries. Insights from commentators should be integrated into a single coherent summary of Paul's intended meaning in each sub-section of the passage. Where <u>major and significant</u> differences of opinion exist among commentators, you should note these succinctly and, express a preference for one option.
6	Quality of Writing: Your paper should begin with a clear introduction which outlines the structure and thought of the essay. The essay should be written in continuous prose and set out in a way that allows the thematic structure of the passage to

	emerge. Sub-headings should be used to identify the major stages of the argument.
7	Adherence to College Expectations: That referencing is accurate; that footnotes are used formatted correctly; that word count is followed; that formatting meets expectations.
8	Application: In the section looking at application, the ability to draw from the text in a succinct and critical fashion points of connection to today's culture will be assessed.

Thematic Essay

Length: 2500 words
 Learning outcomes: 1, 4, 5
 Percentage weighting: 40%
 Due date: 11.59pm, Friday, October 9, 2015

Students should write an essay on a chosen theme in 1 Corinthians. You have the choice from the themes listed below. Students are entitled to suggest a theme from 1 Corinthians not on the list. The essay is to be based on 1 Corinthians and one aspect of Paul's thought within the letter. You can also draw comparison and links to other Pauline passages, and if appropriate, other biblical texts. However, this focus is 1 Corinthians. The essay cannot be based on one short passage but be broad enough to demonstrate engagement across more than one small part of the letter. The essay should tell how Paul develops the theme within the letter and then consider the implications of his thought for life today. The implications for life today should take up no more than 300 words of the essay. The essay must conform to College requirements. The essay should include a bibliography. You are to use the College Style Guide carefully and accurately.

The criteria for this article are:

1	Content and Thoroughness: That the theme in question has been thoroughly addressed with the main content from 1 Corinthians taken into account.
2	Critical Engagement with the Text: That the essay demonstrates an ability to work from text to theme, engaging not only with secondary literature, but with the text. It is hoped that not only to cite Scripture (proof-texting), but do so critically with regards to historical setting, literary setting and social setting.
3	Secondary Literature: That the essay has engaged sufficiently with scholarship relevant to the theme at hand.
4	Quality of Thought, Argument: That the essay demonstrates depth of thinking, good analysis, an effective structure, synthesis of material and follows a coherent argument.
5	Quality of Writing: That the essay is free of grammatical and other errors and reads well.
6	Adherence to College Expectations: This includes formatting, word count (no compromise here says the editor), correct formatting of footnotes and bibliography.
7	Referencing and bibliography: That the student has shown critical engagement in the footnoting and that the bibliography is adequate.
8	Application: That the essay reflects good critical application of the insights gleaned from the study for a Christian young adult today.

Possible Themes

1. Unity in 1 Corinthian
2. Sexual immorality in 1 Corinthians
3. Spiritual Gifts in 1 Corinthians
4. The importance of love in 1 Corinthians
5. The place of women in 1 Corinthians
6. The resurrection in 1 Corinthians
7. Images of the church in 1 Corinthians
8. Mission in 1 Corinthians

Tutorials and Reading Log of 1 Corinthians in the Original Language

Content Test

Length:	Not Applicable
Learning outcomes:	1
Percentage weighting:	20%
Due date:	11.59pm, Friday, November 6, 2015

Through the course of the semester the student is expected to prepare for, and attend tutorials weekly to through the Greek of 1 Corinthians 1-2, 12-13, 15. The student will keep a reading log of insights gained, things noticed. The log should have notes on these passages verse by verse. These are not to be comprehensive but indicative of learning. These should be in the main drawn from the Greek and include such things as insights from verbs, ambiguities, comments on contemporary translations (e.g. NIV, NRSV, TNIV, ESV, NET), theological thoughts, thoughts relevant to today's world etc. A sample will be handed out at the first lecture to help students to get the idea. Students should also demonstrate that they have noted textual variants and how they view the arguments of Metzger, *Textual Commentary*. Students can refer to major commentaries and lexicons and dictionaries where appropriate. The use of Logos or other software will be greatly helpful for this assignment. A reading group will be established to read some of 1 Corinthians through the semester.

Criteria include

1	Coverage: That there is clear evidence of the reading of the whole book.
2	Critical Insight: Quality of insights gained particularly from the original language.
3	Textual Variants: That some critical comments are made of the major textual variants as found in the apparatus of the Greek NT (see especially Metzger, <i>A Textual Commentary</i>).

LEARNING HOURS – ENGLISH OPTION

Class time	36 hours
Reading	14 hours
Content Test	10 hours
Exegetical Essay	45 hours
Thematic Essay	45 hours
TOTAL	150 hours

LEARNING HOURS

Class Time	36 hours
Reading	12 hours
Tutorials and Critical Translation	30 hours
Translation and Exegetical Essay	36 hours
Thematic Essay	36 hours
TOTAL	150 hours

TEXTBOOK

There is no set textbook for the course. However, the course will be based on Mark Keown's lecture notes which will be available for purchase in hard copy from reception by order at the first week of the course. Students will also be granted a pdf of these notes. Recommended commentaries are proposed below in the bibliography.

NOTES

Extensions and attendance

When preparing a sermon on writing an article for a publication deadlines are critical. I am hoping students will take this seriously and organise their semester well to ensure they do not miss the deadlines. If extensions are required, if it is for illness or bereavement see me or contact me, for

other matters see Michael Hansen. Students are expected to attend 80% of lectures (29/36 lectures) or 70% where non-attendance is for good reason and approved (26/36). If you cannot attend lectures contact Mark Keown whose details are below:

Office: 09 837 9770

Cell: 027 269 8357

Email: mkeown@laidlaw.ac.nz (or find me on Facebook or through Moodle)

Blog: <http://drmarkk.blogspot.com/>

SELECT BIBLIOGRAPHY 1 CORINTHIANS

Note: A fuller bibliography is available on Moodle.

- Bailey, K.E. *Paul through Mediterranean Eyes: Cultural Studies in 1 Corinthians*. Downers Grove: IVP Academic, 2011.
- Blomberg, C. *1 Corinthians: the IVP Application Commentary*. Grand Rapids: Zondervan, 1994.
- Carson, D.A. *Showing the Spirit: A Theological Exposition of 1 Corinthians 12–14*. Grand Rapids: Baker, 1987.
- Carson, D, Moo, D. *An Introduction to the New Testament*. Grand Rapids: Zondervan, 2005.
- Ciampa, Roy E., and Brian S. Rosner. *The First Letter to the Corinthians*. The Pillar New Testament Commentary. Grand Rapids, MI; Cambridge, U.K.: Eerdmans, 2010.
- DeSilva, David. *An introduction to the New Testament: contexts, methods & ministry formation*. Downers Grove Ill. ; Leicester, England: InterVarsity Press ; Apollos, 2004.
- Dunn, J. D. G. *1 Corinthians. New Testament Guides*. Sheffield: Sheffield Academic Press, 1995.
- Fee, Gordon D. *The First Epistle to the Corinthians*. The New International Commentary on the New Testament. Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 1987.
- Garland, D.E. *1 Corinthians*. BECNT. Grand Rapids: Baker, 2003.
- Hays, R.B. *First Corinthians Interpretation*. A Bible Commentary for Teaching & Preaching. Louisville: John Knox Press, 1997.
- Hawthorne, Gerald F., Ralph P. Martin, and Daniel G. Reid. *Dictionary of Paul and His Letters*. Downers Grove, IL: InterVarsity Press, 1993.
- Keener, C.S. *1–2 Corinthians*. New Cambridge Bible Commentary. Cambridge & New York: Cambridge University Press, 2005.
- Marshall, C.D. *Paul and Corinthian Christianity*. Auckland: BCNZ: 1995. (only available in the library)
- Sampley, J.P. "1 Corinthians." In *The New Interpreter's Bible* Vol. 10, ed. L. Keck. Nashville: Abingden, 2002.
- Thiselton, A.C. *1 Corinthians: A Shorter Exegetical and Pastoral Commentary*. Grand Rapids: Eerdmans, 2006.
- Thiselton, A.C. *The First Epistle to the Corinthians*. Grand Rapids: Eerdmans, 2000.
- Soards, M.L. *1 Corinthians: New International Biblical Commentary*. Peabody MA: Hendrickson, 1999.
- Witherington, B. *Conflict and Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. Grand Rapids/Exeter: Eerdmans/Paternoster, 1995.
- Wright, N.T. *The Resurrection of the Son of God*. Minneapolis: Fortress Press, 2003.

All students doing the course **in the Greek option** are required to have Logos *Original Languages Package* as a minimum. It is recommended that students also purchase

BDAG, Wallace, *Greek Grammar Beyond the Basics*, Metzger, *Textual Commentary on the Greek New Testament* and the *German Bible Society Bundle: Student Edition*.