



BNT350-1 1 & 2 CORINTHIANS
FALL SEMESTER 2018

I. INSTRUCTOR:

Dr. Jon Korkidakis

Contact Information: jon@korkidakis.com

Preferred mode of communication is email. My policy is to respond to a student within 24 hours.

Website: jkorkidakis.com. If you go to my website to the Academics tab you will find under 1 & 2 Corinthians the PowerPoint's for the course and other related tools.

II. COURSE DESCRIPTION

The books of 1 and 2 Corinthians are broadly surveyed with attention to their authorship, theology, purpose(s), original readership, structure and instruction. Attention will be given to select passages in both epistles that give rise to doctrinal controversies or interpretive difficulties. Students will also be equipped to understand the applicational importance of these texts to our present culture and time.

III. COURSE TEXTS

Baker, William and Ralph P. Martin, et al. *1 and 2 Corinthians*, in The Cornerstone Biblical Commentary, vol. 15. Philip W. Comfort (Gen. Ed.), Carol Stream, Ill: Tyndale House Publishers, Inc., 2009.

IV. CORRESPONDING LECTURE NOTES

The lectures feature accompanying notes for the students use. These are not full outlines but feature exegetical highlights and other explanatory observations. Many of these are expanded upon in the lectures.

These do not need to be handed in. They are for your personal use as you interact with the PowerPoint's and lectures. Further, these notes will help inform the Research Assignments throughout the course, as well as the Final Exam.

V. COURSE OBJECTIVES

In support of the general educational objectives of Heritage, this course will specifically address the following objectives:

Outcome	Assessment Methods
Character and Attitude-Based Outcomes: The student will . . .	
<ol style="list-style-type: none"> 1. Be immersed in the text, theology, and message of 1 and 2 Corinthians. 2. Be able to show evidence of a deepening relationship with God and a new or renewed enthusiasm for the study of these New Testament Books and their message. 	<ol style="list-style-type: none"> 1. Follow the biblical text and textbook reading schedule and be graded on completion. 2. Experience in-class prayer, lectures and class discussions that are designed to challenge and invigorate a student's faith with evaluative measures being evidenced by the way the student responds, participates, and develops throughout the week.
Skills-Based Outcomes: The student will . . .	
<ol style="list-style-type: none"> 1. Grasp the basic outline, themes, content, literary techniques and theological arguments of 1 and 2 Corinthians. 2. Have confidence in handling the contemporary application of the material in order to prepare devotions, lessons, teaching aids, or messages based on these books. 	<ol style="list-style-type: none"> 1. The corresponding lecture notes and weekly assignments will guide the student in their ability to grasp these key concepts. 2. Each of the 3 research assignments will test the students' ability to make relevant lessons from the material.
Knowledge-Based Outcomes: The student will . . .	
<ol style="list-style-type: none"> 1. Be able to understand the unique historical and theological contributions of 1 and 2 Corinthians. 	<ol style="list-style-type: none"> 1. The student will complete a final exam that will test them on the academic and theological teachings of the course.

VI. WRITING STYLE AND MARKING SCHEME

1. Spelling, syntax and grammar may account for up to 10% of the grade for any written assignment.
2. All Heritage guidelines regarding plagiarism and other forms of academic misconduct will be followed. Please familiarize yourself with the Heritage pamphlet on Academic

Misconduct for more information. Note that papers may be submitted to a plagiarism review service.

3. Papers must be formatted in accord with Turabian writing style. Heritage guidelines in the publication "Survivor's Secrets" are to be followed as an initial guide. The Heritage library has a reference section that will provide you with additional information about style requirements. Improper use of the required style may result in a grade reduction of up to 10%.
4. Papers are to be double-spaced, in 12 point font such as Times New Roman or Arial, with Footnotes set in a font smaller than the main body of the paper but no smaller than 10 point. If submitting a hard copy, the paper must be printed on plain paper.

VII. CONFIDENTIALITY AND RECORDS

1. At times students may elect to speak of personal matters of a confidential nature within the context of a class session. All students within that class are to maintain the confidentiality of such information. Breach of this condition may result in dismissal from the class with resultant failure.
2. Copies of selected samples of student work may be retained for the purposes of institutional assessment. The use of such material will be restricted to documented institutional assessment processes.
3. Any recordings (audio, visual, distance ed.) taken or distributed in the class or course are for the sole purpose of the student enrolled in the course, and are not to be distributed or shared in a public or private forum without the express consent of the school.

VIII. CLASS ATTENDANCE

1. MONITORING

Attendance will be recorded whenever the class meets. It is the responsibility of the student to ensure that his/her name is recorded accurately.

2. ABSENCES

- i. Attendance will be monitored according to College policies which indicate, for this class, a maximum of 3 absences for the term. Although class attendance will be taken, you are responsible for keeping track of your total absences. More than 3 absences will normally result in a failing grade for the course.
- ii. Instructors may assign additional work in order to cover lost time and content.
- iii. Instructors may designate special attendance requirements surrounding specific classes within the schedule or outside-of-class activities that form part of an assignment for the course.
- iv. Students must be aware that they may be subject to additional requirements set by any government assistance plan (such as OSAP) in which they participate.

3. COMING LATE AND LEAVING EARLY

- i. Arriving late to class will count as a 1/3 of an absence. This includes late returns from breaks. Any student not returning from breaks or leaving early without permission will be counted as a 1/2 absence. As a general rule I begin lecturing at the time the class was scheduled to resume.

4. ASSIGNMENT SUBMISSIONS

- i. Due Dates: Assignments are due by midnight of the assigned day. Late written assignments will be penalised at the rate of 10% per 24-hour period. The penalty begins from the time the paper is originally due. Late papers will be accepted up to 7 days from when originally due. Papers may be date and time stamped by the General Office or through electronic submission to the instructor.
- ii. Accepted Media: Papers are to be submitted through accepted programs such as Word, Pages, Google Docs, Open Office, Scrivener, etc. Papers produced in basic text edit formats will not be deemed compatible with course expectations and will be rejected.
- iii. Electronic Submission: Electronic submissions are allowed and preferred. They can be posted to myHeritage or emailed directly.
- iv. All electronic submissions must be in PDF format.

IX. COURSE REQUIREMENTS AND ASSIGNMENTS

1. READING - 1 AND 2 CORINTHIANS AND CORNERSTONE COMMENTARY

The student is required to read the Books of 1 and 2 Corinthians and the Cornerstone Commentary in conjunction with the lectures according to the course schedule. All reading will be documented in the Reading Log that will be included with the Final Exam on **Monday, December 17th 2018. Reading is worth 5% of final mark.**

2. RESEARCH ASSIGNMENTS

Each student will complete 3 Research Assignments. They are to be 7-10 pages in length studying a particular issue relevant to our understanding of the two epistles under study. The assignments will be treated as mini research papers.

Students should select only one topic per category as follows: historical issues, textual issues, authorship issues, grammatical issues, hermeneutical issues, theological issues, cultural issues, geographical issues, ethical issues, apologetic issues, and lexical issues.

For example, a student may write one assignment on the meaning of a word (lexical issue), a second on a historical or theological issue, and a third on arguments for and against

Pauline authorship (an authorship issue). There are many stimulating issues that arise in 1 & 2 Corinthians. Some suggested topics are:

- Paul's theology of tongues/glossa.
- Head coverings for women and women's roles in the church.
- Meaning of stumbling blocks
- Theology of church discipline
- Old Testament imagery in Paul
- Instructions for marriage and celibacy
- Lawsuits among believers
- Paul's theology of unity
- Paul's usage of himself as a model to follow
- Theology of the Lord's Supper/Eucharist
- Sign gifts in the church
- Was Paul married?
- 'Food sacrificed to idols' and Paul's handing of OT food regulations
- Theology of resurrection and 'new bodies'
- Suffering theology
- Paul's presentation of the body as the 'Temple of the Holy Spirit'
- 1 Corinthians 9:17-27 as a model for evangelism
- The historical backdrop of the Corinthian Church
- Sexuality in the ancient world
- Paul's usage of 'freedom in Christ'
- Paul's presentation of the 'New Covenant'
- Second blessing theology
- Giving/collections in the church
- Paul's usage of the term reconciliation
- Church and the theology of love
- 1 Corinthians 13 as a model for leadership
- The Greek term for 'love' used by Paul
- Apostolic authority
- Paul's thorn in the flesh and his personal struggle with pride
- Meaning of the third heaven
- Meaning of the triumphal procession
- The eschatology of Paul

These projects will give the student exposure to methodology for solving interpretive problems, developing theological themes, and integrating Old and New Testament vocabulary and themes. These projects are to be typewritten and double-spaced and consistent with Turabian formatting. **Each assignment is worth 20% of final mark. (3 x 20=60%)**

The schedule below gives the submission dates for the 3 Research Assignments.

- i. Assignment 1 - **Monday, October 1st 2018**
- ii. Assignment 2 - **Monday, November 5th 2018**
- iii. Assignment 3 - **Monday December 3rd 2018**

3. FINAL EXAMINATION

There will be a final exam on **December 17th, 2018** covering the readings and all material dealt with in class. This comprehensive exam will be a fair test of the student's ability to grasp the material and to satisfy the course objectives articulated above. ***The final exam will constitute 35% of the final grade.***

X. COURSE GRADING SCHEME

Reading (Biblical texts and Commentary)	5%
Research Assignments (3 x 20)	60%
Final Exam	35%

XI. ANTICIPATED WORKLOAD

The expected workload for a course is approximately 2 hrs. (freshmen) and 2½-3 hrs. outside of class (upperclassmen) for every in-class assigned hour. That means that for a student to anticipate a normal grade in a course that presents no unusual difficulties then he or she should prepare to spend approximately 80-120 hours in additional work outside of the classroom per course in order to achieve an average grade.

<i>Note: The following times listed are approximate and will vary by student.</i>				
Reading	Assignment 1	Assignment 2	Assignment 3	Final Exam
<ul style="list-style-type: none"> • Books of 1 and 2 Corinthians – 3 hours • Cornerstone Commentary – 15 hours 	<ul style="list-style-type: none"> • Research and Compiling – 15 hours • Writing – 5 hours 	<ul style="list-style-type: none"> • Research and Compiling – 15 hours • Writing – 5 hours 	<ul style="list-style-type: none"> • Research and Compiling – 15 hours • Writing – 5 hours 	<ul style="list-style-type: none"> • Review and Study – 25 hours • Writing – 3 hours

XII. COURSE SCHEDULE

Date	Class Lecture	Reading Due	Assignments Due
Sept 10	Course Requirements and Procedures Introduction and Overview		
Sept 17	1 Cor. 1-3	1 Cor. 1-3 Cornerstone pgs. 3-62	
Sept 24	1 Cor. 4-6	1 Cor. 4-6 Cornerstone pgs. 62-95	
Oct 1	1 Cor. 7-9	1 Cor. 7-9 Cornerstone pgs. 95-137	Research Assignment 1
Oct 8	Thanksgiving Day – No Class		
Oct 15	1 Cor. 10-12	1 Cor. 10-12 Cornerstone pgs. 137-186	
Oct 22	Reading Week – No Class		
Oct 29	1 Cor. 13-15	1 Cor. 13-15 Cornerstone pgs. 186-239	
Nov 5	1 Cor. 16 2 Cor. 1-2	1 Cor. 16 2 Cor. 1-2 Cornerstone pgs. 239-298	Research Assignment 2
Nov 12	2 Cor. 3-5	2 Cor. 3-5 Cornerstone pgs. 298-317	
Nov 19	2 Cor. 6-8	2 Cor. 6-8 Cornerstone pgs. 317-337	
Nov 26	2 Cor. 9-11	2 Cor. 9-11 Cornerstone pgs. 338-359	
Dec 3	2 Cor. 12-13	2 Cor. 12-13 Cornerstone pgs. 359-373	Research Assignment 3
Dec 10	1 and 2 Corinthians for Today		
Dec 17	Final Exam - Reading Log Due		

XIII. GRADING CRITERIA

	Knowledge	Thinking/Understanding	Communication	Application
A level Excellent	Thorough information, Proper sourcing of information, Clear, Concise, Accurate	Logical and Effective Order, Sophisticated or Original development; Sophisticated and/or logical original analytical framework; Honest and clear self presentation where applicable	Introduction clean & engaging, Conclusion summarized main points & points to additional possibilities; Organization & transitions sophisticated	Correct use of footnotes & bibliography; Use of language virtually free from error (spelling, grammar); level/style of language appropriate
B level Very Good	Sufficient Information; Appropriate sourcing, Clear, concise, accurate	Generally logical order; Accurate Observations and analysis; Attempts at honest and clear self presentation	Introduction clear; Conclusion accurately summarizes main points; Effective overall organization and transitions	Generally correct use of footnotes and bibliography; Use of language conventions is accurate
C level Satisfactory	Inclusion of some accurate information from outside sources; Attempts at clarity, conciseness, accuracy	Some lapses in order of presentation; Some observations/analysis; Some indication of accurate self presentation	Attempts to engage reader; Conclusion considers main points; Inconsistent overall organization	Inconsistent use of research and language conventions
D level Inadequate	Limited and/or inaccurate and improperly sourced information; little research	Frequent lapses in order; few observations; limited and/or inaccurate analysis; Artificial presentation of self	Little attempt to engage reader; Limited and inconsistent overall organization	Frequent inconsistency in use of research and language conventions
Below Unacceptable	Inaccurate, Undone and/or improperly sourced information	Little or no order, Almost no independent observations; Clearly inaccurate analysis; Avoidance of presentation of self	No attempt to engage reader; No rational organizational scheme	Improper or no use of research conventions; Continuous errors in use of language

XIV. SELECTED BIBLIOGRAPHY

- Anders, Max, ed. *1 & 2 Corinthians*. In *The Holman New Testament Commentary, V. 7*. Nashville: Broadman and Holman, 2000.
- Arrington, French L. *The Ministry of Reconciliation: A Study of 2 Corinthians*. Grand Rapids: Baker Books, 1980.
- Baker, William and Ralph P. Martin, et al. *1 and 2 Corinthians*. In *The Cornerstone Biblical Commentary*, vol. 15. Philip W. Comfort (Gen. Ed.), Carol Stream, Ill: Tyndale House Publishers, Inc., 2009.
- Barnett, Paul. *The Second Epistle to the Corinthians*. In *The New International Commentary on the New Testament*. Grand Rapids: Eerdmans Publishing Co., 1997.
- Blomberg, Craig. *1 Corinthians*. In the *NIV Application Commentary*. Grand Rapids: Zondervan, 1995.
- Carson, D. A. *Showing the Spirit: A Theological Exposition of 1 Corinthians 12-14*. Grand Rapids: Baker Book House, 1987.
- Ciampa, Roy E., and Brian S. Rosner. *The First Letter to the Corinthians*. In *The Pillar New Testament Commentary*. Grand Rapids: Eerdmans, 2010.
- Fee, Gordon D. *The First Epistle to the Corinthians*. In *The New International Commentary on the New Testament*. Grand Rapids: Eerdmans Publishing Co., 1987.
- Gaebelein, Frank E., ed. *Romans to Galatians*. In *The Expositor's Bible Commentary, V. 10*. Grand Rapids: Zondervan, 1976.
- Garland, David. *1 Corinthians*. In *The Baker Exegetical Commentary on the New Testament*. Grand Rapids: Baker Academic, 2003.
- Garland, David. *2 Corinthians: An Exegetical and Theological Exposition of Holy Scripture*. In *The New American Commentary*. USA: Broadman and Holman, 1999.
- Gromacki, Robert G. *Called to be Saints: An Exposition of 1 Corinthians*. Grand Rapids: Baker Books, 1977.
- Hafemann, Scott. *2 Corinthians*. In the *NIV Application Commentary*. Grand Rapids: Zondervan, 2000.
- Kruse, Colin. *2 Corinthians*. In *The Tyndale New Testament Commentaries, Vol 8*. (Grand Rapids: William B. Eerdmans, 1987).
- Morris, Leon. *1 Corinthians*. In *The Tyndale New Testament Commentaries, Vol 7*. Grand Rapids: William B. Eerdmans, 1983).
- Thiselton, Anthony. *The First Epistle to the Corinthians*. In *The New International Greek Testament Commentary*. Grand Rapids: Eerdmans,