

## 1-2 Corinthians Online NT 753Z

Instructor: Loyd D. Melton, Ph. D.

Email: [melton@erskine.edu](mailto:melton@erskine.edu)

Phone: 864-379.8883 (o)

Fax: 864.379.3171

Address: P. O. Drawer 668, Erskine Theological Seminary,  
Due West, South Carolina 29639

Website: <http://www.erskineseminary.org/Academics/Faculty/Melton.html>

Elective. *Three credit hours.*

Please be sure to read and familiarize yourself with ALL materials in this learning packet.

Welcome to the course, **1 – 2 Corinthians**. Although I cannot welcome you personally as I would on campus, I am available to discuss any aspect of this course through whatever communication medium is most convenient for you. I wish you well as you begin this course.

All course materials must be purchased by the student prior to the drop date for the semester of enrollment for this course. Failure to purchase materials by this drop date will result in an automatic withdrawal from the course by action of the seminary Registrar. Please consult the latest edition of the seminary catalog for the drop dates for each semester. All course materials must be purchased by the student and cannot be borrowed or purchased from another student.

### Course Description

This course surveys the historical background, content, structure, and theological meaning of these two letters. Special emphasis is given to how the Corinthian letters give us a candid view of early church life.

### Course Objectives

The Seminary's Mission Statement affirms: "The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church." The ministry of the church is rooted and grounded in Scripture. Understanding the meaning of Scripture in its historical context is critical for bearing witness to the gospel. A study of 1 and 2 Corinthians is a direct expression of the Seminary's stated mission.

More specifically, by the end of this course, the student should be able to:

1. Describe first-century Roman culture as it existed in a city like Corinth;
2. Explain how the Corinthian letters are related to the other Pauline letters in the New Testament;
3. Describe the likely circumstances, including date, place of writing, and issues in the church, which gave rise to the Corinthian correspondence;
4. Explain each of the main critical problems related to understanding the Corinthian letters;
5. Outline the basic structure of 1 and 2 Corinthians;
6. Outline the basic structure of a typically Pauline letter;
7. Interpret any passage from 1 or 2 Corinthians in light of the likely situation which gave rise to the letters;
8. Summarize the major theological themes of the Corinthian letters;
9. List and describe major scholarly works of importance on the Corinthian letters;
10. Describe the relevance of the Corinthian letters for contemporary church life.

## Course Resources

Students continue to be responsible for securing their own required textbooks. As a convenience, there is a bookstore on the seminary's home page. To access this site and its information, locate textbooks, and compare prices, go to <http://www.erskineseminary.org/bookstore.html>

The online bookstore will be a portal with links to Amazon, CBD, Barnes & Noble, the Erskine Campus Bookstore, and perhaps others. A limited number of copies of each textbook may be available from the Erskine Campus Bookstore, and copies may be ordered through that Bookstore

## COURSE MATERIALS

All course materials (except required texts) are available to the student in the online classroom.

## COURSE TEXTBOOKS

Gordon D. Fee, *The First Epistle to the Corinthians* (Grand Rapids: Eerdmans, 1987).

Paul Barnett, *The Second Epistle to the Corinthians* (Grand Rapids: Eerdmans, 1997).

In addition, the student will need a copy of the New Testament in a translation of his/her choice. Students who are proficient in Greek are encouraged to use the Greek New Testament (either UBS or Nestle).

## Grading Criteria

The following grading scale, from the Seminary catalog is used to assign a numeric value to each completed assignment. All scores are weighted equally. Your final grade is the average of each grade received. A letter grade will be computed on the basis of your average raw score using the following grade scale recently adopted by the Seminary faculty:

- A Level Work = Exemplary ability to differentiate constituent parts; assess and critique theories, thoughts, ideas, concepts, proposals, and relevant literature; and the ability to reason in a logical and compelling manner.
- B Level Work = Reflects above average grasp of the subject matter; displays a superior ability to use new knowledge in a creative manner; and can demonstrate an above average ability to discriminate among alternative viewpoints.
- C Level Work = Adequate but not exceptional ability to think cogently and clearly; sufficient ability to understand and comprehend subject matter; and a satisfactory ability to integrate and organize course concepts in a logical and coherent manner.
- D Level Work = Inadequate mastery of basic facts and information presented in the course; insufficient or inappropriate use of common terms and language indicating an inadequate grasp of the material; and an inferior ability to analyze and judge proposals, ideas or concepts.

### Erskine Seminary Grading Scale:

|        |    |       |    |       |    |
|--------|----|-------|----|-------|----|
| 100-95 | A  | 85-84 | C+ | 71-70 | D- |
| 94-93  | A- | 83-80 | C  |       |    |
| 92-91  | B+ | 79-78 | C- | 69-0  | F  |
| 90-88  | B  | 77-76 | D+ |       |    |
| 87-86  | B- | 75-72 | D  |       |    |

## Course FAQs

1. Please mail me hardcopy versions of your assignments. The address is listed on the first page of this syllabus.
2. All assignments should be clearly marked with name, assignment number and date. Failure to include this information will result in a returned assignment.

## COURSE PLATFORM

Erskine Seminary is accredited by the Association of Theological Schools (ATS). According to the ATS Standard 10.3.4.3, "Institutions shall ensure that distance education programs provide appropriate opportunity for collaboration, personal development, interaction among peers within a community of learning, and supervised field or internship opportunities when appropriate to the degree program." It is with this stipulation that EDEN has implemented a web-based

learning platform which will serve to provide a number of collaborative learning experiences. The learning platform is Moodle and according to their website, "Moodle is a course management system designed to help educators who want to create quality online courses . . . and create effective online learning communities." You will be provided with additional information concerning online classroom tutorials, site information, and the peer mentoring program. In order to meet the online discussion component of this course, you will need:

- A computer (or access to a computer)
- High-speed access to the Internet

## Course Components

The purpose and objectives of this course will be achieved through four learning components.

The first is the **Lecture Component**. The student will demonstrate his/her mastery of the material by watching the e-lectures and taking 3 exams.

The second is the **Reading Component**. The student will complete the reading of the required textbooks. Students build on the e-lectures by completing the required reading.

The third is the **Collaborative Component**. The student will participate in an interactive journal. Each student is expected to actively participate in ongoing postings in the online classroom for this course located on the EDEN web page.

The fourth is the **Written Component**. The student will complete one major paper.

*These four components will provide a balanced learning experience for the thoughtful student. **The total hourly commitment for this course is expected to be approximately 120 hours.***

## SUGGESTED STEPS TO COURSE COMPLETION

1. Do the four assignments in the order in which they appear in this syllabus. When you have finished an assignment, submit it to me and move on to the next one. Feel free to call me at any time that you have questions or difficulties so that we can resolve the issue immediately and you will not be delayed in your progress.
2. Feel free to submit to me any of your papers in rough draft or outline form. I will look at your work and make suggestions. This may save you from doing unnecessary work and may help you to keep your focus on your topic.
3. At first, view the e-lectures to gain a foundational knowledge and get a "feel" for the course.

4. Do the required reading for the course. Break your reading into manageable chunks. Avoid trying to read too much in one session. Optimal learning takes place when reading is done in smaller segments with short breaks between reading sessions. Highlight important sections or words with colored markers so that you can easily find them when you return to the text at a later time.
5. Keep a Reading Log noting date, pages read, and time invested in each reading session. Reviewing this Log will enable you to determine whether or not you are maximizing your learning by reading in smaller segments with brief breaks of not more than one or two days between readings.
6. For your research paper, do your research and then outline your paper before you begin writing. You may think that outlining is a waste of time, but it will make writing the paper easier. Look at your outline to make sure that you have dealt with all the relevant issues and that your treatment is balanced.
7. For the course, make yourself a realistic timetable and stick to it.
8. Your work will be graded and returned to you as quickly as possible. If you have not received your graded work back within a month of when you submitted it, please contact me.

*If you have any questions or encounter any difficulties while taking this course, please contact me immediately.*

## Course Assignments

### **ASSIGNMENT ONE: E-Lectures**

Master the content of course lectures by listening and watching all e-lectures and completing 3 exams. These tests are to be requested from me when the student is at that point in the course.

### **ASSIGNMENT TWO: Required Reading**

Maintain Journal/Reading Log

Each student will read the assigned readings (see schedule below). As the student reads, he or she will maintain a journal throughout the course of the semester in which he or she records significant insights, questions, or challenges relating to the reading. The journal must include, but does not necessarily have to be limited to, the following:

- Insights and reactions to assigned readings as each assignment is read
- Insights to personal growth and awareness of the student's understanding of the New Testament

## ASSIGNMENT THREE: Interactive journal

There is evidence to suggest that students who actively engage with others in an online environment earn higher scores than other students. Online discussions and interaction provide a rich and stimulating environment of collaboration, interaction, and community building. Students participating in online discussions tend to provide more thought-provoking comments, richly detailed responses, and insightful observations.

Each student will post an entry to the interactive journal each **week**. As the student completes the required reading for this course, listens to the e-lectures, or thinks through course-related issues, he or she will post an entry relating significant insights, questions, or challenges for others.

In order to facilitate community building, fellow students will respond **each week** to the journal entries as a way of encouraging each other and adding to the observations posted by their classmates. Additionally, peer mentors and/or the course professor will respond **to selected entries**. Retroactive posting will not be accepted.

Please note:

- Part of your grade depends on collaborative learning

## ASSIGNMENT FOUR: Papers

**One major paper will be required.** If the student is taking this course to fulfill his/her New Testament exegesis requirement, then he/she must choose a passage from 1 or 2 Corinthians and do a thorough, detailed exegetical study of it using the exegetical procedure learned in the basic course in exegesis. To fulfill the exegesis requirement, the student must have successively completed **Principles of Exegesis**.

If the student is using this course simply to fulfill his/her Bible or free elective requirements, then he/she may choose to do an exegesis paper or a research paper related to the background, contents, structure, theology, etc. of the Corinthian letters. A list of possible topics is included in this syllabus. The student may choose one of these topics or may devise one of his/her own. The major paper for this course should be no more than 20 pages (typed, double-spaced). It must be well-researched, well-written, and show use of at least 10 scholarly sources (no more than 2 of these can be Internet sources). The paper must be fully documented with footnotes, bibliography, title page, and an outline of its contents. The documentation must be consistent with Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed. or later. The paper will be graded primarily on the basis of content but also on style and form.

## Course Outline

- Paul's Introduction of Himself to the Corinthians (1:1-9)
  - The typical structure of a Pauline letter
  - Paul's salutation (1:1-3)
  - The thanksgiving section (1:4-9)
- Paul's Response to Reported Corinthian Problems (1:10—6:20)
  - The problem of petty divisions and Paul's response (1:11—4:21)
  - The problem of tolerated immorality and Paul's response (5:1-13)
  - The problem of lawsuits before pagan courts and Paul's response (6:1-11)
  - The problem of going to prostitutes and Paul's response (6:12-20)
- Paul's Response to the Letter from the Corinthians (7:1—16:24)
  - Introduction
  - Questions about marriage and Paul's response (7:1-40)
  - Questions about food sacrificed to idols and Paul's response (8:1-11:1)
  - Questions about conduct in public worship and Paul's response (11:2-16)
  - The abuse of the Lord's Supper (11:17-34)
  - The misunderstanding about spiritual gifts (12:1—14:40)
  - The misunderstanding about the resurrection (15:1-58)
  - Paul's instructions about the Macedonian collection (16:1-11)
  - Personal matters and final greetings (16:12-24)
- An Introduction to Second Corinthians
  - A review of the possible sequence of the Corinthian letters
  - Critical problems with 2 Corinthians
    - The letter's uneven and disordered character
    - The difference in tone between 2 Corinthians 1-9 and 10-13
    - The identity of the false apostles
- Paul's Introduction of Himself (1:1-11)
  - Paul's salutation (1:1-2)
  - The benediction and blessing (1:3-7)
  - Paul's reflections on his experience in Asia (1:8-11)
- Paul's Defense of Himself (1:12—2:13)
  - Paul's preliminary defense (1:12-14)
  - Paul's defense of his changed travel plans (1:15—2:11)
  - Paul's turmoil in Troas (2:12-13)
- Paul's Ministry of the New Covenant (2:14—7:4)
  - Paul defends his ministry (2:14—4:6)
  - The ministry as life and death (4:7-15)
  - Hope in the face of death (4:16—5:10)
  - What it means to be a minister of the gospel (5:11—7:4)
- Titus' News From Corinth to Paul in Macedonia (7:5—9:15)
  - Introduction
  - The results of the "severe" letter (7:5-16)
  - Paul's instructions about the collection (8:1—9:15)
- Paul's Admonitions Prior to His Third Visit (10:1—13:14)
  - Introduction

- Paul's threat (10:1-11)
- The "super" apostles (10:12—12:13)
- Paul's preparation for his third visit (12:14—13:14)
- The Preaching/Teaching Value of the Corinthian Letters
- Issues in church life raised by the Corinthian letters
- Pastoral models arising from the Corinthian letters

## Course Schedule

The following course management system is designed to provide you an advance organizer of course assignments.

### MODULE 1

**All work for the first module should be completed five weeks from the start of the semester.**

| Week | Lectures to View                                 | Assignments Due   |
|------|--|---|
| 1    | Lecture 1<br>Lecture 2<br>Lecture 3<br>Lecture 4 | 1. Read 1 and 2 Corinthians in their entirety in a translation of your choice. Note the various tones that are used by Paul in these letters. What picture of this first-century church emerges to you in these 2 letters?<br><br>2. Read Acts 18:1-19. Describe how the Corinthian church was established.<br><br>3. Read Gordon D. Fee, <i>The First Epistle to the Corinthians</i> , pp. 1-20. |
| 2    | Lecture 5<br>Lecture 6                           | 1. Read carefully 1 Corinthians 1:1—6:20. Make note of any unusual features, questions, etc. you find here.<br><br>2. Read Gordon D. Fee, <i>The First Letter to the Corinthians</i> , pp. 27-266.  |
| 3    | Lecture 7<br>Lecture 8                           | 1. Read carefully 1 Corinthians 1:1—6:20. Make note of any unusual features, questions, etc. you find here.<br><br>2. Read Gordon D. Fee, <i>The First Letter to the Corinthians</i> , pp. 27-266.  |
| 4    | Lecture 9<br>Lecture 10                          | 1. Read carefully 1 Corinthians 1:1—6:20. Make note of any unusual features, questions, etc. you find here.   |

|   |                          |   |
|---|--------------------------|---|
|   |                          | 2. Read Gordon D. Fee, <i>The First Letter to the Corinthians</i> , pp. 27-266.   |
| 5 | Lecture 11<br>Lecture 12 | <b>TEST # 1. Please contact me for this test.</b><br><br>1. Read carefully 1 Corinthians 7:1—16:24. Note any unusual features and/or questions you have about this text.<br><br>2. Read Gordon D. Fee, <i>The First Epistle to the Corinthians</i> , pp. 266-840. |

**MODULE 2**

**All work for the second module should be completed ten weeks from the start of the semester.**

| Week | Lectures to view         | Assignments Due   |
|------|--------------------------|---|
| 6    | Lecture 13<br>Lecture 14 | 1. Continue reading carefully 1 Corinthians 7:1—16:24. Note any unusual features and/or questions you have about this text.<br><br>2. Continue reading Gordon D. Fee, <i>The First Epistle to the Corinthians</i> , pp. 266-840.  |
| 7    | Lecture 15<br>Lecture 16 | 1. Continue reading carefully 1 Corinthians 7:1—16:24. Note any unusual features and/or questions you have about this text.<br><br>2. Continue reading Gordon D. Fee, <i>The First Epistle to the Corinthians</i> , pp. 266-840.  |
| 8    | Lecture 17<br>Lecture 18 | <b>TEST # 2. Please contact me for this test.</b><br><br>1. Continue reading carefully 1 Corinthians 7:1—16:24. Note any unusual features and/or questions you have about this text.<br><br>2. Continue reading Gordon D. Fee, <i>The First Epistle to the Corinthians</i> , pp. 266-840. |

**MODULE #3**

**All work for the third module (and the course) should be completed thirteen weeks from the start of the semester.**

|    |                          |  |
|----|--------------------------|--|
| 9  | Lecture 19<br>Lecture 20 | 1. Re-read 2 Corinthians 1-13. Note the various tones of the letter. How would you describe Paul's personal relationship with the Corinthians as it is revealed in this letter?<br><br>2. Read Paul Barnett, <i>The Second Epistle to the Corinthians</i> , pp. 1-50.          |
| 10 | Lecture 21<br>Lecture 22 | 1. Read carefully 2 Corinthians 1:1—7:4. Describe the feelings of Paul that emerge from these words.<br><br>2. Read Paul Barnett, <i>The Second Epistle to the Corinthians</i> , pp. 55-364.   |
| 11 | Lecture 23<br>Lecture 24 | 1. Read carefully 2 Corinthians 7:5—9:15. Describe the "mood" of Paul in these verses.<br><br>2. Read Paul Barnett, <i>The Second Epistle to the Corinthians</i> , pp. 364-450.  |
| 12 | Lecture 25<br>Lecture 26 | 1. Read carefully 2 Corinthians 10:1—13:14. Describe the "tone" of these chapters and how they are different from the preceding 9 chapters. What, in your judgment, is going on here?<br><br>2. Read Paul Barnett, <i>The Second Epistle to the Corinthians</i> , pp. 450-620. |
| 13 |                          | <b>Final Exam. Please contact me for this test.</b>  |

## WRITING THEOLOGICAL PAPERS

The seminary has produced a *Writing Theological Papers* document that guides a student through the process of producing a high quality theological paper. It is included on your CD-ROM for this course and is part of your student handbook provided by the seminary.

Please edit your paper for typographical errors, misspelled words, stylistic miscues, and grammatical mistakes. The paper should be double-spaced and constitute original work written for this course only and cannot include material previously used in another course or for another purpose. Please read over the notation regarding the seminary policy on plagiarism included at the end of this syllabus. Your use of the work or thoughts of another without proper citation and acknowledgement constitutes plagiarism. **Content found at an Internet web site is construed to be copyrighted material written and produced by another person.** Undocumented wholesale use of words from an Internet web site passed off as the student's own work in a research paper of this sort constitutes plagiarism and will be considered a violation of the seminary

plagiarism policy. Students who are determined to have violated the seminary's policy on plagiarism will receive a grade of zero for the paper, will not be allowed to re-submit another paper, and will have a written record of the violation added to their permanent student record. Further violations of the seminary's plagiarism policy could result in temporary or permanent dismissal from the seminary.

Please visit these websites for more information about plagiarism:

<http://www.plagiarism.org/>

[http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

<http://www.georgetown.edu/honor/plagiarism.html>

## Relevant Institutional and Class Policies

**Conduct in Theological Discussions:** Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

**Language about God and Humanity:** Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

**Late or Incomplete Work:** The grade of "I" or incomplete is given at the discretion of the professor. A grade of "I" is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An "I" in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term.

Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become “F.”

**Drop/Add/Withdrawal:** Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract, and billing will be based on this registration. If the student decides not to take this class, he/she must complete a “drop/add” form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in the student’s receiving a grade of “F” for the course, and full tuition charges will apply. No exceptions will be made to this policy.

### **Plagiarism**

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and integrity of the Christian community:

Occurrences of plagiarism shall be considered ‘documented’ when the instructor is able to produce documentary evidence that plagiarism has occurred, and when the instructor has reason to believe that the plagiarism was motivated by a deliberate attempt to receive credit for ideas or work not the student’s own. Where such plagiarism involves the theft of the academic work of another student, whether at Erskine or any other institution, it shall be designated ‘documented theft of another student’s work.’

The instructor involved, in consultation with the Dean, may recommend measures deemed appropriate. In cases of documented plagiarism or documented theft of another student’s work, the offending student will automatically receive the following penalties:

- Failure of the course(s) in which plagiarized or stolen work is submitted
- Dismissal from the Seminary for a minimum of one semester
- Forfeiture of the right to tuition refunds during the semester(s) affected

Before such penalties are imposed, a committee of at least three faculty members must agree that they are appropriate to the case. Appeals in such cases may only be addressed, in writing, to the President of Erskine College and Theological Seminary.

## **POSSIBLE RESEARCH TOPICS ON THE CORINTHIAN LETTERS**

Below are some possible research topics for this course. Most of them will need to be narrowed down. The student may choose one of these or may devise one of his/her own.

1. The City of Corinth
2. The Gnostic Influence in the Church at Corinth
3. The Syncretistic Nature of Greco-Roman Religion in the First Century A.D.
4. The Church as the Body of Christ in First Corinthians
5. Models of Pastoral Ministry that Emerge from the Corinthian Letters
6. The Church as the Body of Christ in First Corinthians
7. Spiritual Gifts in First Corinthians
8. Paul's Relationship to the Corinthians as Revealed in the Corinthian Letters
9. The View of Ministry in the Corinthian Letters
10. A Critique of Fee's View of the Sequence of the Corinthian Correspondence