Contact Information
I can be reached by email at: trjackson@gordonconwell.edu or when the semester is out of session at: trjackson@cantab.net. If you require further assistance, please email a request for consultation.

Course Schedule
The assignments for the course will extend throughout the spring semester, from January 20 through May 9. The class meetings will be in weekend intensive format:
- February 6-7; March 6-7; April 10-11
- Fridays, 6:30 pm – 9:30 pm
- Saturdays, 8:30 am – 4:30 pm

Course Description
This exegetical study of the Greek text of I Corinthians gives special reference to Paul’s self-understanding as an apostle and the major theological themes of his ministry as they are expressed in relationship to the problems of the Corinthian church.

Relation to Curriculum
NT 622 fulfills course requirements for NT Epistle Exegesis.

Prerequisites
- 1 year of basic Greek (GL 501, 502).
- Any student who has been out of Greek for more than one semester/term must take a competency exam administered by the Registration Office. The student may not take this course until he/she passes the competency exam.

Course Learning Objectives
1. To hone students’ translation and exegetical skills.
2. To gain experience in exegesis of a New Testament epistle.
3. To acquaint students with resources for Pauline studies and hone skills in research and writing.
4. To gain a detailed knowledge of 1 Corinthians through familiarity with the text of the epistle and contemporary scholarship.
5. To gain a critical understanding of several topics in Pauline theology/ethics.
6. To apply 1 Corinthians to Christian life and ministry.
Required Texts

- Greek New Testament (NA27/28 or UBS4)
- Daniel B. Wallace, *Greek Grammar Beyond the Basics*
- Jerome Murphy-O’Connor, *St. Paul’s Corinth*
- Ben Witherington, *Conflict and Community in Corinth*
- ONE OF THE FOLLOWING:
  - Anthony Thiselton, *The First Epistle to the Corinthians*
  - R. Ciampa and B. Rosner, *The First Epistle to the Corinthians*

Course Requirements

1. Reading:
The Greek reading of 1 Corinthians should be done from a paper copy of the GNT. Electronic translations will not be allowed during class time and should not be relied upon for the completion of your reading and translating requirements. English reading may be completed in the contemporary translation of your choice, preferably the NIV or the ESV.

Students should read all of Murphy-O’Connor, Witherington, and Ciampa (or Thiselton). Wallace is to be consulted for translation purposes and should be regularly engaged in the process. Students will be required to submit a reading report at the end of the semester.

Before the First Day of Class, you are to have read 1 Corinthians (in English) and the Introductory Comments in your Required Reading.

2. Greek Translation & Class Preparation:
Students need to prepare for in-class translation by compiling notes on the following:

- **Translation:** working through the set translations before class, writing out a translation
- **Vocabulary:** checking BDAG for any unknown vocabulary and keeping a list of vocabulary words
- **Parsing:** parsing any words that are not obvious to the student
- **Syntax in Wallace:** checking Wallace for any grammatical notes on the passage or for any information on a grammatical form
- **Engagement with commentaries:** discussing the commentary’s translation and interpretation of the passages

*Each class weekend,* a copy of these notes needs to be turned in electronically by Friday, 6:30 pm. The notes for each of the three weekends will be worth 10% of the final grade (30% all together). Students may use their copy of these notes when translating in groups, but they must not read their translations—translation in groups needs to be done fresh from the Greek. Groups will then discuss the translation preparation work among themselves in order to:

- practice Greek translation
- learn from each other
- consider lexical and grammatical issues relevant for exegeting the text

Each group will be led by one student with strengths in Greek translation. The group leader is to:
• keep the group on task
• make sure that everyone understands the grammar before moving on
• give feedback to the professor on how the group is doing and how individuals are doing

3. Papers:
Students will be responsible for two papers: a Hermeneutical Paper and an Exegesis Paper. Papers should be written in 12 pt. font and 1.5 line spacing. Footnotes should be single spaced, 10 point font. Page numbers should be clearly visible on each page. All papers should be submitted electronically as e-mail attachments. The file names should be as follows: NT622a-[FirstInitialLastName], NT622b-[FirstInitialLastName], for example, NT622a-RJackson. Papers should be in PDF format. For other stylistic and bibliographic questions, consult the Student Supplement to the SBL Handbook of Style, http://www.sbl-site.org/assets/pdfs/SBLHSrevised2_09.pdf.

The Hermeneutical Paper will focus on the very difficult question of how to move from the Corinthian context to your own. The emphasis here is less on exegesis per se, and more on the underlying presuppositions which dictate how you apply the letter to the present day. In a 4-5 page essay, I would like you to explain the principles which ought to guide us as we move from exegesis to application in the case of 1 Corinthians. You should use at least one concrete example from the letter in your paper. You may wish to take one of the controversial topics (roles of men and women, spiritual gifts, etc.) for this purpose, or you may wish to discuss the relevance of an apparently “irrelevant” topic, like meat sacrificed to idols. In any event, the crucial thing is how well you articulate the principles for moving from Corinth to your setting. In other words, I am NOT asking you to solve the question of whether people should speak in tongues in your church – I am asking you how one ought to go about making such a judgment. You will be marked primarily on the cogency of your argument and the clarity of your presentation.

The Exegesis paper is worth 45% of the final grade. Students are to write a 10-12 page exegetical paper drawn from any text in 1 Corinthians that is not exhausted in class (If you have questions about your passage, consult the instructor). You should choose a passage of about 6-12 verses in length to accomplish a full exegesis in this amount of space. Page limitations are strictly enforced. Sentence flows, discourse analysis or structural charts may be included as appendices without counting towards the page limit.

Your paper should be presented in the style of a running commentary on the text but with readable structure and cogent argumentation. The paper should properly document your use of secondary sources throughout, but it should focus heavily on the actual Greek text of 1 Corinthians. Your work should demonstrate a thorough acquaintance with the Greek text, from textual criticism to translation, to issues of structure, grammar and lexicography. Historical background is also crucial, as is your text’s relationship to the rest of the letter. You are expected to apply the skills you acquired in your Interpreting the New Testament course.

Guidance for writing the exegesis paper will come from Gordon Fee, New Testament Exegesis and from academic commentaries on 1 Corinthians. Be sure to cover all the exegetical issues, work from the primary sources (Greek NT; use of primary sources for historical and literary context), and engage solid academic scholarship (commentaries, books, journal articles, dictionary articles). For further guidance, see the primer below on the 12 Step Method.
At the conclusion of your exegesis, please attach a one-page summary of how you might apply this passage in teaching or preaching.

4. Memorization of Greek Text:
There is something powerfully transformative about memorizing scripture. Memorizing it in the original language will help to keep your mind connected with the text in profound ways. For a great resource of practical help with this, see: [http://www.fbcdurham.org/wp-content/uploads/2012/05/Scripture-Memory-Booklet-for-Publication-Website-Layout.pdf](http://www.fbcdurham.org/wp-content/uploads/2012/05/Scripture-Memory-Booklet-for-Publication-Website-Layout.pdf)

Students will memorize 1 Corinthians 15:1-8 in Greek. The memorization will be assessed through a quiz administered on the last weekend of our class gathering.

5. Greek Competency Review Quiz
This quiz is distinct from the Greek Competency Exam administered by the Registrar’s Office. The quiz will assess basic Greek Competency including grammar and translational facility. A brief text will be taken from 1 Corinthians 1-4 and students will be required to provide grammatical analysis and smooth translation of the selected passage. The quiz should take no more than 30 minutes of class time.

### Assessment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Total Grade</th>
</tr>
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<tbody>
<tr>
<td>Greek Competency Review Quiz</td>
<td>First Class Session</td>
<td>Passing the quiz is required to remain in the course.</td>
</tr>
<tr>
<td>Reading Report</td>
<td>Final Class</td>
<td>The reading is simply an expectation. Anything less than 100% of the reading will result in up to a 10% penalty on the final grade.</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Each Class Meeting</td>
<td>Penalty for insufficient participation.</td>
</tr>
<tr>
<td>Translation Notes</td>
<td>6:30 PM on Friday of our meeting times: February 6</td>
<td>March 6</td>
</tr>
<tr>
<td>Hermeneutical Paper</td>
<td>Friday, March 6th @ 6:30 PM</td>
<td>20%</td>
</tr>
<tr>
<td>Exegesis Paper</td>
<td>Friday, April 24th @ 4:00 PM</td>
<td>45%</td>
</tr>
<tr>
<td>Memorization of Greek Text</td>
<td>Friday, April 10th @ 6:30 PM</td>
<td>5%</td>
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**Grading Rubric for Translation Notes:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Marking</th>
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<tbody>
<tr>
<td>Translation</td>
<td>10%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20%</td>
</tr>
<tr>
<td>Parsing</td>
<td>20%</td>
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</tbody>
</table>
Wallace: noting references in Wallace to the verses translated; use of Wallace in general

<table>
<thead>
<tr>
<th>Subject</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Engagement with Commentary: discussing the commentary’s translation and interpretation of the passages</td>
<td>30%</td>
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Grading Rubric for the Hermeneutical Paper:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Clear evidence of understanding the Corinthian context</td>
<td>20%</td>
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<tr>
<td>Identification of important application issues within the letter</td>
<td>20%</td>
</tr>
<tr>
<td>Cogent presentation of principles for applying this first century text into our 21st century context</td>
<td>60%</td>
</tr>
</tbody>
</table>

Attendance and engagement in all classes:

This course involves lectures, translation work, and discussion during lectures and within groups, and so attendance is important for everyone. In addition to being in the class, and as a matter of etiquette, students should avoid:

- being late or leaving early
- planning other events during class time and expecting to be excused
- taking phone calls or texting during class
- getting on the internet during class
- dominating class time by asking too many questions or offering opinions or arguments (there will be time for discussion)
- sitting quietly throughout the course without raising questions and offering opinions or arguments

Course Delivery

Pre-Class Preparation: Students need to prepare for a weekend of class through translation preparation and reading/writing (see Course Outline).

Classes: Classes are held on weekends and will consist of lectures, group translation work, and discussion. The lectures and reading are designed to orient students to exegetical issues in 1 Corinthians and Pauline theology. Not all of 1 Corinthians can be covered in-depth, but the course is designed to introduce students to exegesis in 1 Corinthians and prepare them for ongoing study of both the Corinthian correspondence and Paul.

Online Resources: Students may find resources for this course on Sakai.

Course Outline

First Weekend:

<table>
<thead>
<tr>
<th>Translation</th>
<th>Reading</th>
<th>Further Recommended Reading Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Class Work</td>
<td>Translation Preparation: *1 Cor 1:1-25 *1 Cor 2:6-3:4 *1 Cor 3:16-23; 4:6-13</td>
<td>*Read syllabus *Fresh reading of 1 Corinthians in English *Skim read all of Paul’s letters *All of Murphy O’Connor *Introduction in Commentary</td>
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</table>
**Further Resources:**

- For a list of current and forthcoming commentaries on 1 Corinthians, see: [http://bestcommentaries.com/1-corinthians/](http://bestcommentaries.com/1-corinthians/)
- For some discussion of recent trends in Pauline studies, see: [http://www.thepaulpage.com/](http://www.thepaulpage.com/)
- For additional reading online for Pauline Studies, including 1 Corinthians, see: [http://www.ntgateway.com/](http://www.ntgateway.com/)
12 Step Method
of
Greek Exegesis\(^1\)

All of the New Testament faculty at GCTS teach essentially the same methodology for Greek exegesis with minor variations in terminology. You will find below a brief summary of Doug Stuart’s 12 step method of exegesis.

You will be expected you to think through all twelve steps as you prepare the texts we will be covering during class. This will involve consulting secondary sources on matters like historical background, but the bulk of the work will consist of you assessing for yourself the various exegetical issues that may arise. It is important to remember that not all the steps will be equally relevant for every text, but working through these steps in a consistent way will aid you in becoming proficient exegetes.

The Method in Brief
The twelve-step method can be broken down into five major categories. The various steps answer the questions:

- What is there? (Text, Translation, Lexical Data, Grammatical Data)
- What sort of thing is it? (Genre/Form)
- How is it set up? (Structure)
- How does it fit in? (Historical Context, Literary Context, Biblical Context, Secondary Literature)
- Where does it go? (Theology, Application)

Here is a little more detail on each of the steps, with the questions you will ask yourself as you work through a passage: Text Is the NA27 secure, or might the original have read differently? Do the variants highlight any interesting interpretive issues?

The 12 Steps in Greater Detail

Text
Is the text secure, or might the original have read differently? Do the variants highlight any interesting interpretive issues?

Translation
How are you going to put your Greek text into your target language? How can you capture nuances in the text without overtranslating?

Lexical Data
Speaking of translation, what do the words mean, anyway? Do any of them necessitate a thorough word study? How are the important words used in the NT?

\(^1\) Compiled by Dr. Sean McDonough.
Grammatical Data
Speaking of words, how do they fit together? What is intended by the various prepositions, nouns, verbs, articles, particles, etc.?

Genre/Form
What am I dealing with at the macro level (genre) – an epistle, an apocalypse, a gospel? How should that affect the way I interpret this passage? What am I dealing with at the micro-level (form) – a miracles story, a household code, a dream vision account? Can I compare with similar forms inside, or outside, the canon?

Structure
What does the X-ray of my passage look like? How does it flow? Is there an argument I need to follow? Any parallelism?

Historical Context
The passage was not written in a vacuum – how does the “outside world” affect my understanding of the text?

Literary Context
How does my passage fit with the surrounding material? With the book as a whole?

Biblical Context
How does my passage fit in with the OT? With the rest of the NT?

Theology
How does my passage fit in the flow of the Bible’s story of the work of the creating and redeeming God? What contribution does it make to questions asked in systematic theology?

Secondary Literature
What have other people said about my passage? Do I need to alter any of my conclusions in light of their input?

Application
How does this text apply to those in my church community? How should it affect my own life? How would it relate to other church situations I am aware of around the world?
Syllabus Addendum

Academic Standards
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing.

Such breaches in academic standards often result in a failing grade as well as other corrective measures [they will for this course]. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before May 9 (the stated end date for the spring semester) are made between the student and professor. Formal petition to the Registration Office is not required in such instances. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after May 9 must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades
Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.
Returned Work
Since the papers are submitted electronically, only comments and not the paper will be sent to the student once everything is graded.