

LEE ONLINE

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SYLLABUS

BIBL-404: 1 and 2 Corinthians

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Table of Contents:	
UNIVERSITY MISSION STATEMENT:	3
CATALOG DESCRIPTION:	3
REQUIRED TEXT(S) AND/OR SUPPORTING RESOURCES:	3
PREREQUISITE SKILLS AND KNOWLEDGE:	3
COURSE GOALS AND LEARNING OUTCOMES:	3
MAJOR TOPICS:	4
COURSE ASSESSMENTS:	4
EVALUATION:	5
GRADING SCALE:	5
LETTER GRADE EQUIVALENCIES:	5
UNIT AND TIME DISTRIBUTION:	6
POLICIES	6
ATTENDANCE POLICY:	6
ACADEMIC HONESTY POLICY/INFORMATION:	6
LATE POLICY:	7
EXPECTATIONS	7
FACULTY EXPECTATIONS OF STUDENTS:	7
STUDENTS' EXPECTATIONS OF FACULTY:	8
IMPORTANT STUDENT INFORMATION	8
SPECIAL NEEDS:	8
BIBLIOGRAPHY	8
KNOWLEDGE BASE/WORKING BIBLIOGRAPHY (READING LIST):	8

University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the undergraduate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course is an expository and theological study of I and II Corinthians. Special attention is given to the doctrinal and practical issues faced in the early Christian community in the Hellenistic world, taking into account the cultural and religious environments of the day.

Required Text(s) and/or Supporting Resources:

Required Texts:

Witherington, Ben. *Conflict and Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. Grand Rapids: Eerdmans, 1995. ISBN: 9780802801449.

Additional Supporting Resources:

Resources included in Learning Management System (LMS).

Prerequisite Skills and Knowledge:

BIBL-101 or BIBL-111, and BIBL-102 or BIBL-110. DAL additional prerequisites: BIBL-262 and junior status.

Course Goals and Learning Outcomes:

PURPOSE

This course is designed to introduce and engage students in the historical, rhetorical-literary, and theological points of emphasis that emerge from the letters of 1 and 2 Corinthians. The student will engage in a reading of the letters that is informed by a study of ancient Corinth and Paul's complex relationship with this particular church.

General Learning Objectives (Course Goals):

This course seeks to:

1. Introduce the student to the historical background of ancient Corinth and its relevance to the problems addressed in 1 and 2 Corinthians.
2. Understand how 1 and 2 Corinthians fit into the complex historical relationship that existed between the apostle Paul and the Corinthian church.
3. Identify and reflect upon the unique concerns, theology, and purpose(s) of 1 and 2 Corinthians.
4. Demonstrate proficiency in exegetical skills that are necessary for the interpretation of the Pauline corpus.
5. Appreciate Paul as a masterful ancient rhetorician, including the particular rhetorical strategies that he employs in 1 and 2 Corinthians.

6. Challenge the student to apply 1 and 2 Corinthians to contemporary Christian life and ministry, both corporately/ecclesiastically and personally.

Specific Behavioral Objectives (Learning Outcomes):

As a result of the activities and study in this course, the student should be able to:

1. Identify the political, religious, and socioeconomic distinctives of first century Corinth and how they contribute to an informed reading of 1 and 2 Corinthians.
2. Articulate the history of Paul's relationship with the Corinthians, from the founding of the church at Corinth to the crisis of 2 Corinthians 10-13.
3. Understand the major scholarly options for characterizing Paul's opponents in Corinth.
4. Describe Paul's use of ancient rhetorical forms in 1 and 2 Corinthians, including irony, attack, economic stimulation, and recommendation.
5. Comprehend the reasons for Paul's emphasis on the collection for Jerusalem in 1 and 2 Corinthians.
6. Assess the value of the various "Partition theories" for 2 Corinthians.
7. Evaluate the unique contribution that 1 and 2 Corinthians make to the New Testament canon.
8. Develop specific emphases from 1 and 2 Corinthians that uniquely apply to the life of the contemporary church and individual Christian.

Major Topics:

- A. Paul's Mission to Ancient Corinth
- B. The Character of the Schisms in 1 Corinthians (chs. 1-4)
- C. Corinthian Church in Crisis: Sexual Immorality, Lawsuits, and Idol-Meat (1 Cor 5-10)
- D. Corinthian Church in Crisis: Liturgical Problems and the Resurrection (1 Cor 11-16)
- E. Paul's Opponents in 2 Corinthians
- F. The Collection for Jerusalem (1 Cor 16; 2 Cor 8-9)
- G. The Letter of Attack (2 Cor 10-13)
- H. 1 and 2 Corinthians for the Theology and Leadership of the Church Today

Course Assessments:

- A. **Text/Media.** There is one course text written by Ben Witherington: *Conflict and Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. This text is intended to give an overview of the historical, literary, and rhetorical emphases in the letters to the Corinthians that we will be dealing with throughout the course. All text/media is evaluated in the threaded discussions and assignments.
- B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the material and interact with their peers about it. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other class members. An initial post is required (evaluation of "a" and "b" above) by the end of the fourth day of each unit and then interact to at least two peer initial posts (evaluation of "c" above) by the end of each unit. Once the discussion is closed, there will be no further opportunity to attain points for that discussion. Further directions and information will be provided within the specific assignment.
- C. **Unit Assignments.** Students are required to select 3 different chapters of the Corinthian correspondence and submit a reading reflection paper on each of them. These 3 reflection papers should incorporate the chapter's reading from the chosen text, as well as the student's

own connection with the text. The instructor will provide more specifics on content in the course itself. The papers should be 3-5 pages in length (title page and bibliography are *NOT* required for these papers), 12 font; double-spaced; Times New Roman.

- D. **Course Project.** Student will write an exegesis paper of 8-10 pages in length on a particular passage or theme in 1 and 2 Corinthians. Further specifications are provided in the course.

Evaluation:

A. Threaded Discussions	400
B. Unit Assignments	300
C. Course Project	300

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 - 869
B-	2.7	800 - 829
C+	2.3	770 - 799
C	2.0	730 - 769
C-	1.7	700 - 729
D+	1.3	670 - 699
D	1.0	600 - 669
F	.0	0 - 599

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work in and out of class is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 14-16 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document.

Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.

- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

Knowledge Base/Working Bibliography (Reading List):

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- Stegman, Thomas. *2 Corinthians*. Grand Rapids: Baker Academic, 2009.
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