

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	1 CORINTHIANS: PAUL’S LETTER TO A COMMUNITY IN CHAOS NEWT 0723 / PENT 0520
Date and Time	JANUARY 11 – APRIL 12, 2021 WEDNESDAYS 11:15 AM – 2:15 PM
Instructor	IAN W. SCOTT, PhD Telephone/voice mail: (416) 226-6620 Ext. 6719 Email: iscott@tyndale.ca
Class Information	The classes will be livestreamed on Wednesdays 11:15 AM – 2:15 PM. Students may participate in live-streamed office hours as posted on the course page. Office Hours: As posted on course page or by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

Although we sometimes idealize the first-century church, Paul’s first letter to the Corinthians reveals a community in chaos. This course examines the various problems in the Corinthian church and how Paul tried to address those issues, all in the context of the first-century world. Along the way we will ask how Paul’s treatment of factionalism, sexuality and marriage, communion, charismatic gifts, and other issues can help us to navigate life and leadership today.

Prerequisite: Biblical Interpretation (BIBL 0501)

Recommended: New Testament Theology and History (NEWT 0522)

II. LEARNING OUTCOMES

At the end of the course, students earning a B grade will be able to:

- reproduce a detailed outline of 1 Corinthians;
- outline and critically evaluate different models of the Corinthian community and its thought,
- explain how these models affect our reading of the letter;
- discuss the course of Paul's relationship with the Corinthian church, drawing on both 1 Corinthians and 2 Corinthians;
- outline Paul's theological story as it appears in 1 Corinthians and explain (using examples) the implications Paul draws from that story for the Corinthians' lives;
- accurately interpret a passage from first Corinthians, paying attention to:
 - historical, cultural, and social context;
 - the nature of the issues in Corinth;
 - the nature and structure of Paul's rhetoric in the passage;
 - the place of the passage in Paul's larger argument in the letter;
 - the contribution of the letter to Paul's overall message;
 - the use of OT quotations, allusions, or motifs;
 - the implications of the passage for contemporary church life.
- identify and discuss the hermeneutical issues involved in allowing our contemporary lives to be shaped by Paul's teaching to the ancient Corinthians

III. COURSE REQUIREMENTS

A. REQUIRED READING

Witherington, Ben III. *Conflict and Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. Grand Rapids, MI: Eerdmans, 1995. (ISBN 0802801447)

Kovacs, Judith L. *1 Corinthians: Interpreted by Early Christian Commentators*. The Church's Bible. Grand Rapids, MI: Eerdmans, 2005. (ISBN 080282577X)

A copy of the Bible in one of the following translations: NIV, TNIV, NRSV, NJB, NET Bible, CEV, ESV.

My preferred English translations are the NIV, NRSV, and New Jerusalem Bible. These are the most widely used translations in the Evangelical, Mainline, and Roman Catholic churches respectively. All three strike a good balance between accuracy and readability. Other translations may be better in a given verse, but they will inevitably be worse elsewhere. So while these are not perfect translations there are none better. (Note that the *NASB is not preferred* and **please do not use the KJV or Authorized Version**, or the RSV. Loose translations such as *the New Living Translation, the New English Bible, and the Message* are also not

appropriate for this kind of study. If you do not own an appropriate translation you may use the electronic copies available free online at [Bible Gateway](#)).

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

This course includes both pre-recorded video lectures and a weekly livestream component. Students are required to attend livestream sessions at announced times. For these sessions, students will need:

- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. ASSIGNMENTS AND GRADING

There are four principles of learning that undergird the assignments for this course. First, **we learn best when we put new knowledge to use right away**. Rather than simply feeding information back to an instructor, we learn best when we are engaged in a project or problem that requires us to apply our new skills and information. So, throughout this course we will focus on applying our new knowledge in the interpretation of NT passages.

Second, we learn better when we **acquire new knowledge in the context of the same activities we will pursue outside the course**. If we learn by pursuing artificial “textbook” problems, then we will not necessarily transfer that knowledge into real-world contexts. On the other hand, if we practice real-world activities from the beginning, then we are likely to use new skills and information beyond the course. Although students will put their Seminary education to use in many different ways, we will all be involved somehow in reading and interpreting Scripture. This activity is, in many ways, the common core of our multi-faceted roles in God’s kingdom. It is central to our personal devotional lives, our leading of small groups, our strategizing about community outreach, our preaching, our teaching, our spiritual direction, our counseling, our visiting of prisoners, our creation of music and works of art, etc. So as we learn about the New Testament in its context, we will focus at each stage on how this new knowledge helps us to interpret specific passages in each biblical book.

Third, we learn best **when we are pursuing questions we form for ourselves, rather than questions that are set for us by an instructor.** When we help to set the direction of our own learning, we are immediately more motivated and more likely to connect what we learn with other areas of knowledge. So students will decide for themselves what questions they want to make the focus of their open forum discussions and what passage they want to examine in their final interpretation essay.

Fourth, we learn best when we **help one another grapple with questions.** Much of the North American educational system is oriented toward isolated, individual learning. This fosters a competitive, status-driven mindset in which I evaluate my learning based on my victory over others (“top-of-the-class”) and based on self-centred external rewards (“grades” and a good transcript). The problem is that both of these tendencies run directly counter to the values of God’s kingdom in which we are called to “build up” the community and sacrifice our own status for the sake of others. So most of your learning activities in this course will consist on co-operative, group activities. You will not just be graded on your own contribution. You will also be graded on how further the learning of others in your group. This does not mean being an “expert” and dispensing knowledge. It also means helping your group members ask good questions. In many cases we build others up best by allowing them to teach us. So part of your group assignments will also involve inviting your group members to reflect on your own suggestions—what is strong and what is missing or incorrect. This is often a threatening experience for all of us, particularly in such an individualistic society. It is, however, a crucial part of learning as a community.

1. Livestream Group Discussion Contributions (30% of final grade)

Students will participate in small-group discussions during our weekly livestream sessions. These discussions will be based in part on reading questions set by the instructor. Students are expected to demonstrate in the discussions that they have (a) read and understood the week’s sections in 1 Corinthians and in the textbook; (b) reflected on the set reading questions enough to offer a substantial response; (c) reflected enough on the reading to formulate questions of their own to share with the group. **After each livestream session, students will provide the instructor with a peer evaluation grade out of 10 for each of their fellow group members.** Students should use the rubric posted on the course page in order to formulate these marks. The instructor will also observe the discussions and will reserve the right to balance peer grades that he judges not to reflect a student’s actual learning and contribution. Peer grades will be submitted via a web-app at [PeerGrades](#).

Students absent from a livestream session will receive 0/10 for their discussion contributions on that day unless prior arrangements have been made with the instructor or the student can demonstrate that the lateness is the result of a medical emergency. In the event that participation is impossible because of technical problems beyond a student’s control (e.g., internet outage, hardware failure) a student may contact the professor to arrange an

alternative assignment to make up that week's discussion grade. It is expected, though, that all students will have the necessary equipment and internet connection to participate regularly.

2. Written Small-Group Forum Contributions (2 * 10% = 20% of final grade)

Students will also participate in two written small-group forums during the term. These forums will focus on consolidating students' understanding of the large, over-arching themes and structures of 1 Corinthians. For each forum, students will each post a 350-500 word answer to discussion questions provided by the professor. Students will then provide a brief (100-200 word) response to each of their fellow group members' posts. Each forum will take place over a one-week period, with responses due four days after the due date for students' initial post. These due dates are as follows:

Forum A		
	Initial posts due	11:59pm Monday, Feb. 22 nd
	Responses due	11:59pm Friday, Feb. 26 th
Forum B		
	Initial posts due	11:59pm Monday, Mar. 22 nd
	Responses due	11:59pm Friday, Mar. 26 th

Because of the time-sensitive nature of these forums, and the need for students to respond to one another, **unexcused late posts and responses will receive a "zero."** This is to allow other students in your group to plan their time, as well as to ensure that students' forum activities coincide with the appropriate livestream sessions. In case of a medical emergency, technical failure, or similar problem the student must email the professor directly as soon as possible to arrange accommodation.

A rubric for forum participation is provided on the course page.

3. Interpretation Essay: Due by 11:59pm on Friday, April 9th; 50% of final grade.

Students will write an essay of 13-15 pages in length providing and defending an interpretation of one passage from 1 Corinthians in light of what we have learned over the term. A grading rubric and full instructions for the essay are provided on the class webpage.

E. ADDITIONAL SUPPORTING ACTIVITIES

Individual help from the professor

Students are always welcome to contact the professor directly by email. Email is usually the most reliable way to make contact, but students may also make appointments to talk by

telephone or video chat. Students located nearby are welcome to come by the professor's scheduled office hours listed at the top of this syllabus or (if these times are not feasible) request an appointment at another time. Even if you come during scheduled office hours it is always a good idea to make an appointment ahead of time by email. Otherwise students will be seen in the order they arrive.

****Please note that, in the interest of preserving work-life balance, I do not answer class-related emails over the weekend. Any emails received between Friday evening and Monday morning will be answered during the day on Monday. At other times, please expect that email responses may take up to 48 hours.**

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Weekly livestream attendance	1.5 hours per week (12 weeks = 18 hours)	--
Weekly livestream discussions	5 hours of reading, video viewing, and preparation per week (11 weeks = 55 hours total)*	30%
Written forums	4 hours per forum (2 forums = 8 hours total)*	20%
Interpretive Essay	30 hours*	50%
	111 hours total	100%

* Please note that these times are average and approximate. The actual time you spend will vary depending on each student's skills and aptitudes. These numbers are intended to reflect a median (middle-of-the-road) student experience. If, however, you find yourself spending much longer than these time estimates please contact the professor.

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Policies and Style Guides

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Submission of Written Assignments

All assignments must be submitted on deadline. Late written assignments will be penalized according to the policy laid out in the current [Academic Calendar](#). Written assignments that are not posted on a course electronic forum should be submitted using the appropriate upload link on the course page. Feedback on such final essays will be provided by email to the student's Tyndale email account. PDF format is strongly preferred for the submitted files. All contemporary word processors have the ability to save (or "export") the word processing file as a PDF.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Each week students should read the set passages from 1 Corinthians, along with the commentary on those passages in the two textbooks. Students must also prepare for an oral discussion of the week's reading questions.

Jan. 13 th	Introduction: A Community in Chaos The Greco-Roman World of Corinth
Jan. 20 th	1 Cor 1:1–3:4
Jan. 27 th	1 Cor 3:5–4:21
Feb. 3 rd	1 Cor 5:1–6:20
Feb. 10 th	1 Cor 7:1–40
Feb. 17 th	Reading Week (No discussions or new readings)
Feb. 24 th	1 Cor 8:1–9:27
Mar. 3 rd	1 Cor 10:1–11:1
Mar. 10 th	1 Cor 11:2–34
Mar. 17 th	1 Cor 12:1–13:13
Mar. 24 th	1 Cor 14:1–40
Mar. 31 st	1 Cor 15:1–16:24

Apr. 7 th	Paul's ongoing relationship with Corinth (2 Corinthians) Conclusion: Being the Body of Christ (Essay due at 11:59pm on Friday, April 9th)
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V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

See the bibliographies in Witherington and on the class webpage.