

Spring 2008

COURSE SYLLABUS

Department: Biblical Studies

Course Title: The Corinthian Correspondence

[This semester: 2 Corinthians]

Course Number: NT 776

Credit Hours: 3

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Course Description

This course will consist of a close reading of passages from 2 Corinthians in Greek. Attention will be given to the grammar, style, and structure of the texts in order to discern the theological meaning and possible pastoral applications. A review of Greek grammar will be an important part of this course.

Text Books

- The Greek New Testament
- Murray Harris, *The Second Epistle to the Corinthians* (NIGTC; Grand Rapids: Eerdmans, 2005)
- John Dobson, *Learn New Testament Greek* (3rd ed.; Grand Rapids: Baker, 2005)

Course Format & Requirements

Each class will include approximately a half an hour of review of Greek grammar which will be facilitated by reading through John Dobson's *Learn New Testament Greek*. **Three short quizzes** are scheduled to test retention of grammar and vocabulary.

The remainder of each class session will be given to reading through that week's passage in Greek, translating it into English and discussing its meaning. Students should come to class with a Greek text and with a list of translation notes. **Please do not bring laptop computers to class.** A parsed and translated list of all the verbs from the day's passage should be handed in at the end of each class. **These notes should be handwritten – both to give you exercise in writing the Greek script and to lessen reliance on computer 'aids'.**

As we translate the text we will discuss the meaning of the passage, paying special attention to historical and literary concerns as the foundation on which to base theological reflections. Preparatory reading in Harris will help to facilitate this discussion. **Students should hand in a weekly 1-page summary of the exegetical issues raised by Harris.**

The final paper (**due May 8**) will be a verse by verse exegesis with introduction and theological and pastoral application, based on a passage from **either 1 or 2 Corinthians**. It could be a passage which we have translated in class or some other passage from the correspondence. The paper should be between 15-20 pages and include a bibliography which shows evidence of **thorough** use of secondary material. **The paper topic and a bibliography of secondary material should be given to the Professor by February 28.** You need not list commentaries in your initial bibliography (I assume that you will consult at least 6-7 good commentaries) but the bibliography should include at least twenty other items relevant to your topic. *New Testament Abstracts* should be consulted as you compile the bibliography. The most important commentaries will be on reserve.

1. Attendance, participation & weekly translation notes	15%
2. Exegetical notes based on Harris	15%
3. Three quizzes	30%
4. Final Paper.	40%

Course Policies

- **Extensions.** I expect that assignments will be submitted on the dates specified in the syllabus, and my general policy is *not to accept any late papers*. This means that assignments not turned in by the due date may be given a zero or at the very least marked down. **Exceptions.** Reasonable extensions may be granted in the case of serious illness or some other family or personal emergency. Email me and we'll talk. *A doctor's note may be required.*

The following *do not* constitute valid grounds for extensions:

"I have two other exams due on that day." Since the deadlines for papers and other assignments have been publicized in the syllabus from the beginning of the semester, adequate notice has been given. Virtually all other students are in the same position of having several assignments due for various courses and most learn to manage their time efficiently.

"I had a computer crash." This replaces the old, pre-computer excuse of "the dog ate my paper", and has every bit as much credibility as its predecessor – run things off the day before they are handed in!

"I didn't have time..."

- **Plagiarism.** Sadly, plagiarism has become a growing problem at Trinity in recent years reflecting, it seems, a trend in society at large. Plagiarism is a serious offense which can lead to failure of a course or to dismissal from the school. I urge all students to familiarize themselves with the school policy found in the Student Handbook, which includes in part the following definition: “*Using materials that are written or spoken by others and copying or transcribing them as one’s own without proper punctuation (quotation marks) or credit (footnotes) is plagiarism. This is true whether one is copying from a book, a speech, a conversation, a lecture, an article on the Internet or any other source where the ideas and expression are not one’s own.*” Students may use either the MLA system of notation or the SBL Handbook system (which is basically The Chicago Manual of Style). Careful use of a system of notation should cut down on any worries about falling into plagiarism. Students should take note that work submitted for any other course may not be submitted for credit in this course. Concern about plagiarism applies to *ideas* as well as *words*.
- Please use **gender inclusive language** when speaking about human beings. This has been a source of tension for some people. If you strongly disagree with me on this issue please email me separately and we’ll talk. In my opinion this is a matter of respect for other people; a matter of simple manners. If the gender of another person may be either male or female: not ‘man’ but ‘person’ or ‘human’; not ‘mankind’ but ‘humankind’; not ‘he’ but ‘he/she’ or pluralize to ‘they.’
- **Marking.** There has been a concern in some quarters (ok, among faculty more than among students) about grade inflation. In my opinion, a course in which all students receive an ‘A’ for their work is in danger of devaluing the contribution of those who have worked harder or have been more creative. In most of my courses a minority of students will receive an ‘A’ or an ‘A-.’ A paper receiving either of these grades is considered exceptional. I will not usually award such a mark unless I feel that the student has gone beyond normal expectations. A ‘B’ (or ‘B +’) indicates that the student has done solid work and has met the professor’s expectations for the course. A ‘B-’ indicates that more could have been done, but that the work is satisfactory. Any form of ‘C’ means that the work is passable but had some kind of deficiency. A ‘D’ or an ‘F’ is a failure – see the *Academic Bulletin 2007-2008* for the school’s policy on failing grades. The criteria for establishing marks will include all of the following: grammar and spelling, clarity and organization of the argument presented, proper use of notation and bibliography, overall neatness, comprehensiveness of research, originality and creativity in presentation.

Course Schedule

Date	Topic	Assignment
January 28, 2008	I'm still in Ethiopia – No class	Read and know the first 8 chapters of Dobson – we will not review this material in class.
February 7, 2008	Introduction to 2 Corinthians Beginning of Greek grammar review	Be ready to review Dobson chapters 9-11 in class Hand in translation and exegetical notes for 2 Cor 1:1-11
February 14, 2008	Salutation & Thanksgiving	Hand in translation and exegetical notes for 2 Cor 1:12-2:13
February 21, 2008		Notes on: 2 Cor 2:14- 3:11 Quiz #1
February 28, 2008		Notes on: 2 Cor 3:12- 4:6 Paper topic and bibliography due
March 6, 2008		Notes on: 2 Cor 4:7-5:10
March 13, 2008		Notes on 2 Cor 5:11-6:10
March 20, 2008	Maundy Thursday – no classes	
March 27, 2008		Notes on 2 Cor 6:11-7:4 Quiz #2
April 3, 2008		Notes on 2 Cor 7:5-16
April 10, 2008	Reading Week: no classes	
April 17, 2008		Notes on 2 Cor 10:1-18
April 24, 2008		Notes on 2 Cor 11:1-12 Quiz #3
May 1, 2008		Notes on 2 Cor 11:13-33
May 8, 2008		Notes on 2 Cor 12:1-13 Final Paper due.