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# NTST 535

## Studies in Pauline Writings: 1 Corinthians

(MARCH 10-14, 2024)  
SPRING 2024

*P. Richard Choi*

SYNOPSIS OF THE COURSE

### CLASS & CONTACT INFORMATION

Class location:	Northern New England Conference Office – Westbrook, Maine
Class meeting times:	March 10-14 Sunday: 6:00 – 8:00 pm EST Monday – Thursday 8:00 am – 5:00 pm EST
Course Website:	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
Instructor Telephone:	H – (269) 429-4171 (email preferred)
Instructor Email:	<a href="mailto:choir@andrews.edu">choir@andrews.edu</a>
Office location:	Seminary Building - N128
Office hours:	By Appointment via Zoom

### BULLETIN DESCRIPTION OF COURSE

Study of the selected letters of Paul. Greek not required. Not applicable to MDiv credit.













## GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	Weighting
1. 2 Exegetical Journals	20%
2. Book Review	10%
3. 3 Videos	2%
4. Fee's Book	2%
5. Class Discussion	1%
6. 2 Exams	45%
7. Exegesis Paper	20%

\* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

*(The AU Bulletin states that: "*



## ABOUT YOUR INSTRUCTOR

P. Richard Choi, PhD, is a professor of New Testament Studies and chair of the New Testament Department at the Seventh-

## OTHER COURSE-RELATED POLICIES

### Attendance

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

### Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the

chatbot to generate the assignment, they will be given an appropriate grade for the assignment based on how they perform on the oral exams.

### Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

### Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-

## APPENDIX 1: ASSIGNMENT RUBRIC(S)

### Assessment Rubric for the Journals

	A Range	B Range	C Range	D Range	F Range	Total
Personal Reflection	Contains deep and original thoughts. Carefully compares and notes the differences between versions. Does independent work, looking up reference tools.	Contains some deep and original thoughts. Occasionally compares and notes the differences between versions. Occasionally does independent work, looking up reference tools.	Contains mostly clichéd and expected thoughts. Does not compare or note the differences between versions. Does not look up reference tools. Offers mostly general and vague information.	Relates to the text in some ways, but is written poorly and in an incoherent manner with little that is worthy of note. Makes no effort to compare versions or look up reference tools.	Bad writing. Incoherent thoughts. Nothing worth reading. Consists mostly of quotes from other writings.	40%
Dialogue with Thiselton	Significant points are discussed, presenting evidence when disagreeing, and advancing new thoughts and understanding about the text when agreeing.	Minor points are engaged. Disagrees or agrees by stating, "I disagree" or "I agree," but offers mostly shallow and clichéd reasoning.	Discusses Thiselton but not on the basis of what was written in the first section of the journal. Or discusses Thiselton in a way that does not advance one's own understanding of the text.	Poorly reasoned and opinionated dismissal or acceptance of Thiselton's views. Also incoherent discussion that is hard to follow.	Shallow and unrelated discussion of Thiselton in a language that is confusing. Or just some random quotations followed by mostly em G.7E	

first section,  
using fresh  
facts and  
concepts from  
the first two  
sections.

of the first  
section with  
some  
sentences  
from the  
section

Assessment Rubric for the Exams

	A Range	B Range	C Range	D Range	F Range	Total
Accuracy with which the lectures are reproduced	All the main points of the lectures are covered and explanations are accurate with the scriptural examples used in class.	Most of the points presented in the lectures are covered and some concrete examples used in class appear	About 2/3rds of the points presented in the lectures are covered. Some inaccuracy in the examples provided.	Less than ½ of the points covered in lectures are covered. Has many errors.	The essay consists of mostly irrelevant information and is of poor quality.	70%

Interactions  
with  
Thistleton's  
Commenta.34 5

	Descriptions	A	B	C	D	F	Grade
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Relevance	Implications (personal, relating to church, further research, sermons, etc.)	Exceeds the basic standards (5)	Meets basic standards: Inferences are drawn from the study; the ideas are coherent (4)	Does not meet the basic standards in some areas (3)	Does not meet the basic standards in many areas (2)	Does not meet the basic standards at all. (0-1)	5 Score: ____
Overall Quality	Creativity, originality, sincerity, and quality of reflection	Very Satisfactory (9)					





## APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

Grammars, Lexicons, Linguistic Key and Theological Lexicons

Bauer, W., F. W. Danker, W. F. Arndt, & Gingrich, *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3<sup>rd</sup> Edition. (Consult Fee, 87-89; a very valuable source of

## Recommended Commentaries

Barrett, C. K. *A Commentary on the First Epistle to the Corinthians*. 2<sup>nd</sup> Edition. London: Black, 1971.

Barth, K. *The Resurrection of the Dead*. London: Hodder & Stoughton, 1933.

Bruce, F. F. *1 and 2 Corinthians*, New Cambridge Bible Commentary. London: Oliphants, 1971.

Collins, R. F. *First Corinthians*. Sacra Pagina 7. Collegeville, MN: Glazier/Liturgical Press, 1975.

Conzelmann, H. *1 Corinthians: A Commentary*. Hermeneia. Philadelphia: Forttrress, 1975.

Fee, G. G. *The First Epistle to the Corinthians*. New International Commentary of the New Testament. Grand Rapids, MI: Eerdmans, 1987.

Hays, Richard B. *First Corinthians*. Interpretation. Louisville, KY: Knox, 1997.

Schrage, W. *Der erste Brief and die Korinther*. 3 Volumes. Evangelisch-katholischer Kommentar zum Neuen Testament. Neukirchen-Vluyn: Neukirchener Verlag and Zürich and Düsseldorf: Benziger

Martin, D. B. *Slavery as Salvation: The Metaphor of Slavery in Pauline Christianity*. New Haven: Yale University Press, 1990.

Meeks, W. A. *The Moral World of the Apostle Paul*. New Haven: Yale University Press, 1983.

Mitchell, M. M. *Paul and the Rhetoric of Reconciliation: An Exegetical Investigation of the Language and*

## APPENDIX 5: SAMPLE EXEGETICAL JOURNAL

<sup>ESV</sup> Galatians 5:1 For freedom Christ has set us free; stand firm therefore, and do not submit again to a yoke of slavery.

Personal Reflection:

“For freedom Christ has set us free,” according to ESV.





understood the law largely in relation to other humans, as something that gave them status. But as Longenecker points out, Christian freedom has t7(o).02d-4(in9(in-4( h-5(n)12( p)-37(with G0(t7-5(d)3( t)-3(h)3(e))15in9(i