

# Syllabus for Exposition of 1 Corinthians (NTE 705)

## Front Range Bible Institute

### Professor Tim Dane (Winter 2016)

## I. Course Description

This class is an exposition of the Book of 1 Corinthians. The studies will be in English, but will also interact with the original language. Students will do outside class work in the following areas in preparation for classroom interaction: (1) background studies in Bible Introduction with a 5-10 page paper (double spaced) on Bible Introduction matters, (2) five readings in the English text, (3) the production of an outline of the entire book with (a) main points, (b) sub points, and (c) sub sub points (if appropriate). The student will also read through a noted expository/exegetical commentary on 1 Corinthians. A class project will be in the form of one expository message which the student will teach.

## II. Course Objectives

- A. To gain a strong grasp of the unfolding argument and content of the Book of 1 Corinthians with an ability to explain and teach it.
- B. To gain a thorough knowledge of the major background issues that impact the interpretation of 1 Corinthians with an ability to explain and teach it.
- C. To learn the book's unfolding argument structure for the purpose of teaching the entire book expositionally.
- D. To learn how to identify and solve the major problem passages and doctrinal issues one faces in this book.
- E. To have this study move the student toward a closer and richer relationship with the Lord Jesus Christ

## III. Required Course Materials

- A. This syllabus and the professor's expository notes on 1 Corinthians.
- B. Required: John MacArthur, *1 Corinthians Commentary*.
- C. Optional purchase: F. F. Bruce, *1 Corinthians*, New Century.
- D. All: Your own computer or at least access to a computer (You do not need to have a laptop in class, but you may use one for note-taking).
- E. Logos Libronix Bible Software Program (highly **recommended** as a personal study tool, but not required for the class. Group discount may be possible through FBI).

## IV. Course Requirements

- A. Read 1 Corinthians five times. As you are doing your readings, create a section by section, verse by verse journal from your preliminary readings. This journal will help you to make note of significant doctrines and themes that you observe from your inductive studies. The student should use these observations to create a list of observations and questions from each section. In class the student can use these observations and questions to ask questions of the professor as the study comes to that particular section. The students are encouraged to ask serious questions for class interaction but to do so in a way that is relevant to productive learning.
- B. If the student should miss a class lecture, he/she should go to the FRBI E-Campus to watch the class.
- C. Optional: Listen to all the CD/online messages of Tim Dane on 1 Corinthians through Sermon Audio or listen through an MP-3 CD. **The professor has an MP-3 CD of these messages.**
- D. Read in full the commentary by John MacArthur.
- E. Produce your own outline of the book based on your observations from other writers.
- F. As a beginning project, read through roughly 30-40 pages of introductory materials on the Book of 1 Corinthians from any Bible Introductory sources, such as follows, and write an Introductory paper.
  - i. The introductory materials from various commentaries (inc. MacArthur).
  - ii. The introductory materials from D. Edmond Hiebert on 1 Corinthians.
  - iii. The introductory material from Donald Guthrie's *Introduction to the New Testament*.
  - iv. From your Bible Introduction reading, write a 5-10 page paper dealing with Bible Introduction issues: Author, Original Recipients, Date and Historical and Cultural Background of the city, the church, and the epistle, Major Themes and Doctrines, Exegetical Outline of the epistle (with major points, sub points, and sub sub points where appropriate).
- G. Complete the course project by preparing an expository sermon according to the general guidelines in this syllabus, teach the sermon, have the sermon evaluated by a peer or professor, turn in the sermon evaluation (Project Guidelines: One Expository Message).
  - i. The student will choose a passage day one (no students will have the same text)

- ii. Students will read their over their chosen text in their own language 20 times, making observations on their notebook with observations being verse by verse.
- iii. Students will do a line diagram of their text from the Greek text. This will help the student to refine the expository outline according to the syntactical structure of the original text.
- iv. Students will begin to compile a preliminary expository outline of their target text based on the readings they are doing in their own language as well as their observations from translation and their studies in the original text.
- v. Students will consult a minimum of five exegetical resources for their passage and record relevant comments on the entire section in their notes.
- vi. Students will take these cumulative exegetical observations and form their expository outline. This is an outline that:
  - 1. is in an outline form, but is very full in terms of both outline and content: (a) Major points that are symmetrical and represent the major them of the text, (b) sub points which are symmetrical and represent the major theme of each sub point, (c) sub sub points if necessary, (d) a quality introduction that brings your listeners to see how you will unfold your message and provides an introduction to the major structure and purpose of your message, (e) a summary that brings a concise conclusion and application to what you have presented.
  - 2. communicates truth in an orderly and cohesive flow
  - 3. has good flow and symmetry according to the unfolding of the verses in relation to one another
  - 4. includes an appropriate amount of lexical detail to give the hearers a good understanding of the text
  - 5. includes an appropriate amount of syntactical detail to give the hearers a good understanding of the text
  - 6. includes an appropriate amount of theological information (biblical, systematic, historical) to help the readers understand the meaning and significance of the text
  - 7. includes an appropriate explanation of the ethical principles that flow from the text for current and personal application
  - 8. includes transitions which enable you to smoothly flow from one point to the next.
- vii. The student must teach this message in some ministry setting and get an evaluation from someone else (evaluation form supplied).
- viii. Along with the evaluation form, **the student must turn in a written statement about completion of all work.**

1. Completed reading of Bible Introduction and the Bible Introduction paper
2. Completed reading of 1 Corinthians 5 times in your own language
3. Completed reading of target passage for 20 times
4. Completed reading of a minimum of five commentaries on chosen target text on which you are going to preach
5. Completed teaching of your expository sermon and the submission of your sermon evaluation form

## V. Course Grading Criteria (regular attendance assumed).

- A. 20% Read 1 Corinthians 5 times.
- B. 20% Introduction reading and paper.
- C. 20% Read MacArthur.
- D. 20% Create your own outline.
- E. 20% Expository Sermon.

## VI. Bibliography

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# VII. Sermon Evaluation Form

I. Sermon Evaluation Sheet (Grade with 0 to 2 on each non-bold point)....Name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

A. Arrangement.....Arrangement sub grade (max 58) \_\_\_\_\_

i. Introduction.....

- a. Gets attention.....
- b. Secures interest.....
- c. Indicates purpose of sermon.....
- d. Oriented to text/subject.....
- e. Connection made with previous message in series.....
- f. Good transition to proposition.....
- g. Proposition stated clearly.....
- h. Proposition repeated.....
- i. Right length.....

ii. Body.....

a. Skeleton.....

- 1 Major points clear.....
- 2 Major points incorporating the proposition.....
- 3 Subordinate structure related to the main point.....
- 4 Transition between points smooth.....
- 5 Structure repeated effectively.....
- 6 Organization oriented to text throughout.....

b. Flesh and Muscles.....

- 1 Lexical description effective.....
- 2 Syntactical/Grammatical description effective.....
- 3 Theological description effective.....
- 4 Theological corroboration persuasive.....
- 5 Attention directed to words of text/cross references.....

c. Vital Organs.....

- 1 Illustrations appropriate and effective.....
- 2 Application pointed and forceful.....
- 3 Dialogue/argumentation clear, cogent.....

iii. Conclusion.....

- a. Good transition to conclusion.....
- b. Subtle synopsis of major burden structure of text.....
- c. Closing appeal clear, forceful (encouraging, exhorting).....
- d. Purpose of the sermon fulfilled.....
- e. Appeal to unbelievers incorporated.....
- f. Right length.....

B. Delivery.....Delivery sub grade (max 42) \_\_\_\_\_

i. Oral presentation.....

- a. Varied intensity.....
- b. Varied pitch.....
- c. Varied rate.....
- d. Appropriate pauses (w.o. audible pauses).....

ii. Physical presentation.....

- a. Body animation.....
- b. Appropriate facial expressions.....
- c. Appropriate gestures.....
- d. Varied eye contact.....
- e. Distracting mannerisms.....

iii. Rational presentation.....

- a. Progression of message adequate.....
- b. Familiarity with content of message obvious.....
- c. Inconspicuous handling of notes.....

iv. Pathos.....

- a. Passion (a message through the head and heart).....
- b. Enthusiasm over the message.....
- c. Tone appropriate to content.....

v. Language.....

- a. Concrete specific language.....
- b. Interesting expression, sense appeal.....
- c. Direct address.....
- d. Appropriate vocabulary.....
- e. Correct grammar.....
- f. Correct pronunciation.....

C. Final Evaluation.....Final Grade \_\_\_\_\_