

# Biblical Preaching: 2 Corinthians

## PRH673

Nazarene Theological Seminary  
Spring 2006, Module

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### I. Place in the Curriculum:

PRH673 Biblical Preaching: 2 Corinthians fulfills the Biblical Preaching requirement in the M.Div. program. It is a middler or senior level course with PRH610 as prerequisite and the expectation of BIB550, Biblical Hermeneutics and an exegesis course being completed. It also may be taken as an elective in any degree program. Biblical Preaching: 2 Corinthians is an interdisciplinary course drawing from exegetical study of 2 Corinthians, Pauline and New Testament Theology, and contemporary homiletics.

### II. Course Rationale

The foundational assumption of the Biblical Preaching classes is that authentic preaching enables the biblical message to “refunction” in the minds and lives of contemporary listeners. One of the primary purposes of the Bible exegesis courses is to enable students to discover how the biblical text first functioned at the point of its initial writing and reading. One of the primary purposes of the Biblical theology classes is to synthesize the results of exegesis in a theologically coherent understanding. Because students often have not integrated the work of exegesis, biblical theology, and preaching, the Biblical Preaching courses have been designed to work intentionally toward that process of integration.

### III. Course Vision

If God were to really bless this course students would feel confident in their ability to proclaim the Word of God as it is found in 2 Corinthians. Their confidence would arise from their understanding of Paul’s message in this letter(s), the rhetorical structure of the letter, and preaching methods that are coherent with the letter’s modes of communication. Students would then preach to the church which would hear the Word of God from 2 Corinthians proclaimed in ways that it could understand and appropriate for its own spiritual growth. This would revitalize Christian experience in the church and create a witness to the world that would be winsome and challenging. Some of the world would reject this letter because of correctly understanding it. Some would accept the call of Christ with joy.

### IV. Course Objectives

Upon completion of this course, you should be able to:

1. Identify the major themes of 2 Corinthians,
2. Describe the problems (and possible solutions) of the structure of 2 Corinthians,

3. Show the development of Paul's treatment of apostolic ministry in 2 Corinthians 2:14-5:21,
4. Identify the historical, sociological, literary, and theological background issues behind the content and structure of 2 Corinthians,
5. Outline the basic content of 2 Corinthians,
6. Discuss the context, purpose, and strategy of Paul's discussion of the "offering" in 2 Corinthians 8-9,
7. Describe the major theological issues involved in preaching the gospel from Paul's letters,
8. Identify the contribution of 2 Corinthians to the message of Paul understood as a whole,
9. Describe and illustrate three major homiletical approaches that are useful in preaching from 2 Corinthians,
10. Construct sermons from 2 Corinthians that are true to the meaning of the biblical text and reflective of contemporary methods of preaching, and
11. Preach with confidence from 2 Corinthians

## V. Course Textbooks

The Bible: If you do not work easily in the Hebrew and Greek texts a modern translation such as the NRSV, NASB, or NIV should be used. The instructor will use the NRSV as the basis version in class with illustrations from his own translation and other versions.

Eslinger, Richard L. *The Web of Preaching: New Options in Homiletic Method*. Nashville: Abingdon Press, 2002.

Hafemann, Scott J. *2 Corinthians*. The NIV Application Commentary. Grand Rapids: Zondervan Publishing Company, 2000.

Lambrecht, Jan. *Second Corinthians*. Sacra Pagina, Vol. 8. Collegeville, MN: Liturgical Press, 1998.

Murphy-O'Connor, Jerome. *The Theology of the Second Letter to the Corinthians*. New Testament Theology. Cambridge: Cambridge University Press, 1991.

Thompson, James W. *Preaching Like Paul: Homiletical Wisdom for Today*. Louisville: Westminster John Knox Press, 2000.

You will also need to provide a VHS standard size video tape to be used to record your two in-class sermons.

## VI. Course Requirements

### Pre-Module Requirements

#### 1. Inductive Study

Complete readings 1-4 of an Inductive Study of 2 Corinthians according to the attached instructions will be due on January 19. The assignment will include notes from Reading 1, chapter titles from Reading 2, a color-coded marked text of 2 Corinthians (the result of Reading 3), and Book Theme, Section Titles, and Paragraph titles from Reading 4. We will also discuss your sense of the flow and structure of 2 Corinthians on the first day of class. You should plan to give a separate day for each of the four readings. An electronic text of the NRSV for 2

Corinthians suitable for Step 3 marking will be available in the Course Documents on the Blackboard site for this course.

## **2. Textbook Reading**

*The Theology of the Second Letter to the Corinthians* by Jerome Murphy O'Connor should be read prior to the module. A 500 word essay summarizing the main points of Murphy O'Connor's book will be due on January 23 at the beginning of the class. The book should not be read until the inductive study is completed. The essay should include your evaluation of Murphy O'Connor's main points based on your own reading of 2 Corinthians.

### **Requirements during the Module**

#### **1. Textbook Reading**

The material in the commentaries on 2 Corinthians by Lambrecht and Hafemann should be read shortly before the corresponding verses are covered in the class sessions according to the schedule below.

#### **2. Preaching in Class**

On Friday, January 27, each of the class members will preach a 10 minute sermon. The preaching order will be set on January 23. The sermon text should be drawn from 2 Corinthians 1-7. On Thursday, February 2, each class member will preach a sermon of 16-20 minutes. The preaching order/schedule will be set on January 23. Before you begin each sermon you will announce to the class the homiletical method you are using (traditional expository, inductive, Four Pages, etc). You may preach without notes, with notes, or with manuscript. However, for one sermon you should hand in a full sermon manuscript and for the other sermon you should hand in a detailed set of notes and outline. Assume a "typical" Sunday morning context for preaching. Each sermon will be evaluated by the instructor and the other class members on the basis of fidelity to the biblical text, fidelity to the planned sermonic form, and delivery. General discussion of the passage and sermon will follow the preaching of the sermon. These sermons will be video-taped on a standard VHS tape you will provide. Following class you will view your tape and evaluate your sermon and delivery.

#### **3. Attendance, Participation, etc.**

A significant portion of the class is dependent on attendance and participation in the discussion. The professor will evaluate the quality of your textbook reading from classroom discussion.

### **Post-Module Requirements**

#### **1. Textbook Reading**

The two books by Eslinger and Thompson should be read in their entirety in preparation for writing an essay of at least 1000 words comparing and contrasting the contributions each book makes for your understanding of preaching from Paul. That essay will be due on February 15.

## 2. Written Sermons

In addition to the orally preached sermons two written sermons from 2 Corinthians will be required. One should be in the form of full manuscripts and one should be in the form of detailed notes and outline. The sermons should be designed as approximately 20 minute sermons. One sermon should be from 2 Corinthians 8-9, and the other from 2 Corinthians 10-13. Both sermons will be due on March 1.

## 3. Oral Sermon

A video tape of a third sermon preached orally following the module will be due on March 8. It should be accompanied by the outline or manuscript from which it was preached.

## 4. Sermon Idea File

A list or file of 20 further sermon ideas for biblical sermons from 2 Corinthians will be due on March 15. Each entry should include the text, key exegetical insight(s) that provide the basis for the sermon, and a one to two sentence description of the basic concept(s) to be developed in the sermon.

## VII. Module Class Schedule

	5:30-6:50	7:00-8:20	8:30-9:45
Jan 23	Course Introduction, Syllabus, Background of Corinth	Paul and the church at Corinth	Structure and Rhetoric in 2 Corinthians, Paul's "Opponents"
Jan 24	2 Corinthians 1:1-11	2 Corinthians 1:12-22	Homiletical Methods
Jan 25	2 Corinthians 1:23-2:13	2 Corinthians 2:14-3:18	Homiletical Methods
Jan 26	2 Corinthians 4:1-12	2 Corinthians 4:13-5:10	Homiletical Methods
Jan 27	10 Minute Sermons	2 Corinthians 5:11-21	10 Minute Sermons
Jan 30	2 Corinthians 6:1-7:16	Issues in Pauline Theology	Strategies for Preaching from Paul
Jan 31	2 Corinthians 8:1-9:15	2 Corinthians 10:1-11:15	Sermon Delivery
Feb 1	2 Corinthians 11:16-12:18	2 Corinthians 12:19-13:13	16-20 minute sermons
Feb 2	16-20 minute sermons	16-20 minute sermons	Course Evaluation Review of Post-Module Requirements

## Course Due Dates

January 19 - Inductive Study

January 23 – Summary/Evaluation Essay on Murphy O'Connor

January 27 – 10 minute sermon  
 February 2 – 16-20 minute sermon  
 February 15 – Eslinger/Thompson Essay  
 March 1 - 2 Written Sermons  
 March 8 - Video-taped sermon  
 March 15 – Sermon Idea File  
 March 15 – Course Evaluation Forms

### VIII. Class Grading

The instructor will assign numerical grades (between 0 and 100) to the work required. The final grade will be calculated using the following percentage weighting:

Inductive Study on 2 Corinthians	13%
Summary/Evaluation of Murphy O'Connor	9%
2 Oral Sermons (Faculty Evaluation) @8% each	16%
2 Oral Sermons (Peer Evaluation) @ 4% each	8%
Essay on Eslinger and Thompson books	13%
2 Written Sermons @ 7% each	14%
Video taped Sermon	8%
Sermon Idea File	6%
Attendance, Participation, etc.	13%

It is the commitment of NTS and of this instructor to make every reasonable effort to facilitate the learning of students capable of graduate level seminary work. Any student who has a condition that may prevent full demonstration of her or his abilities (e.g., difficulty seeing or hearing, dyslexia, or other learning disabilities) should contact the instructor immediately, or as soon as possible, to discuss learning needs, alternatives which have worked for the student in the past, and mutually acceptable accommodations to ensure the student's full participation and appropriate evaluation in the course.

### IX. Bibliography:

#### Preaching:

Achtemeier, Elizabeth *Preaching Hard Texts of the Old Testament*. Peabody, MA: Hendrickson Publishers, 1998.

\_\_\_\_\_. *Preaching from the Old Testament*. Louisville: Westminster John Knox Press, 1989.

Allen, Ronald J. *Interpreting the Gospel: An Introduction to Preaching*. St. Louis: Chalice Press, 1998.

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- Allen, Ronald J. and Holbert, John C. *Holy Root, Holy Branches: Christian Preaching From the Old Testament*. Nashville: Abingdon Press, 1995.
- Bartlett, David L. *Between the Bible and the Church: New Methods for Biblical Preaching*. Nashville: Abingdon Press, 1999.
- Beasley-Murray, George R. *Preaching the Gospel from the Gospels*. Peabody, MA: Hendrickson, 1996.
- Bodey, Richard Allen. ed. *Inside the Sermon: Thirteen Preachers Discuss Their Methods of Preparing Messages*. Grand Rapids: Baker Book House, 1990.
- Brueggemann, Walter. *Finally Comes the Poet*. Minneapolis: Fortress Press, 1989.
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- Clarke, Erskine. ed. *Exilic Preaching: Testimony for Christian Exiles in an Increasingly Hostile Culture*. Harrisburg, PA: Trinity Press International, 1998.
- Craddock, Fred B. *Overhearing the Gospel: Preaching and Teaching the Faith to Persons Who Have Heard It All Before*. Nashville: Abingdon Press, 1978.
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- \_\_\_\_\_. *Preaching Christ from the Old Testament: A Contemporary Hermeneutical Method*. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1999.
- Holbert, John C. *Preaching Old Testament: Proclamation & Narrative in the Hebrew Bible*. Nashville: Abingdon Press, 1991.
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- Lewis, Ralph L. with Gregg Lewis. *Inductive Preaching: Helping People Listen*. Westchester, IL: Crossway Books, 1983.
- Long, Thomas G. *Preaching and the Literary Forms of the Bible*. Philadelphia: Fortress Press, 1989.
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### **Dictionaries:**

Prior to research in the monographs it is often profitable to consult dictionary articles that provide summations of scholarship. The following dictionaries may be helpful in this regard.

- Bromiley, Geoffrey W. *et. al.* eds. *International Standard Bible Encyclopedia*. Rev. Ed. 4 vols. Grand Rapids: William B. Eerdmans Publishing Company, 1988.
- Buttrick, George Arthur, *et. al.* eds. *Interpreter's Dictionary of the Bible* 4 vols. + supplement. Nashville: Abingdon Press, 1962, 1976.
- Elwell, Walter A. ed. *Evangelical Dictionary of Biblical Theology*. Grand Rapids: Baker Books, 1996.
- Freedman, David Noel, *et. al.* eds. *The Anchor Bible Dictionary*. 6 vols. New York: Doubleday, 1992.
- Hawthorne, Gerald F.; Martin, Ralph P.; and Reid, Daniel G. eds. *Dictionary of Paul and His Letters: A Compendium of Contemporary Biblical Scholarship*. Downers Grove: InterVarsity Press, 1993.

### **New Testament and Pauline Theology:**

- Beker, J. Christiaan. *Paul the Apostle: The Triumph of God in Life and Thought*. Philadelphia: Fortress Press, 1980.
- Dunn, James D.G. *The Theology of Paul the Apostle*. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1998.
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- Guthrie, Donald. *New Testament Theology: A Thematic Study*, Downers Grove: InterVarsity Press, 1981.
- Hay, David M. *Pauline Theology Vol II: 1 & 2 Corinthians*. Minneapolis: Fortress Press, 1991.
- Howard, Richard. *New of Life: A Study in the Thought of Paul*, Kansas City: Beacon Hill Press, 1975.
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### **Commentaries on II Corinthians:**

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**Other Significant Bibliography on the Corinthian Correspondence.**

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## THE INDUCTIVE METHOD

"In truth thou canst not read the scriptures too much;  
 And what thou readest, thou canst not read too well;  
 And what thou readest well, thou canst not too well understand;  
 And what thou understandest well, thou canst not too well teach;  
 And what thou teachest well, thou canst not too well live."  
 --Martin Luther

The practice of running to a commentary before studying the Bible itself gives a definite direction to one's study and a cast to one's thinking which may lead to conclusions never intended by the Holy Spirit. Further, that individual deprives herself or himself of the blessing of discovering eternal truth. After all, those who wrote the commentaries had to get their material in the same way any present-day Bible student can get it. It should not be necessary for the Christian to consistently only depend on the Biblical research of another. The inductive method is designed to enable one to discover the biblical author's thought independently.

The inductive method proceeds from the circumference to the center, from fact to principle, from details to a synthesis, from factual evidence to conclusions, from the specific to the general, from the concrete to the abstract. It gathers all the pertinent evidence before drawing conclusions; it believes that no explanation is preferable to the wrong one; it prefers to defer a final decision until all the evidence is gathered rather than hazard a decision on slender evidence.

### Seven Characteristics of the Inductive Method

1. The inductive method proceeds from the specific to the general, from observation to interpretation, from sight to insight, from analysis to synthesis, from letter to spirit, from literature to life.
2. It does not insist that the Bible is a scientific book, nor concede that it is unscientific; it regards it as nonscientific.
3. It seeks to discover the individuality of the book as a whole.
4. It is intensive, unwilling to exchange extent for depth and accuracy.
5. It is direct, unwilling to substitute secondary knowledge for primary knowledge.
6. It is literary, recognizing that the content is cradled in literary forms.
7. It is patient, persistent, expectant, creative, reflective, and prayerful in approach.

### Procedure for Inductive Study

Gather your basic tools:

1. Bible - Preferably NRSV, ESV, RSV, or NASB

2. Set of colored pencils.
3. Notebook paper.

### **STEP One: First Reading**

This should be a cursory, one-sitting reading of the whole book, not too slowly, but in the pace of normal reading for understanding. Don't slow down in your first reading; this will be a constant temptation. Do not take notes while you are reading.

After this reading jot down answers to such questions as these:

1. Your general first impressions of the book.
2. Atmosphere. This may be the atmosphere of the book as a whole, or of its separate parts. Atmosphere words such as "hate", "love", "activity", are tone or setting words. Aim at one-word identifications.
3. Key words and phrases. You may not find many of these in your first reading, but you will probably notice some.
4. Key persons and events.
5. Other observations that might seem striking to you.

### **STEP Two: Second Reading**

The second reading should proceed more slowly than the first. During this reading some things may begin to crystallize and fit into a pattern, though that pattern may still not be too clear.

During this second reading, record further observations as you read. Thus they will be more thorough and definitive than those of the first reading.

Be inquisitive; ask yourself questions - Who? What? When? Why? How?

The major purpose of your second reading should be the development of chapter titles, which should serve not as an outline of the book, but as clues to the content of each chapter. The sum of these titles represents a condensed picture of the general flow of the book's message.

Characteristics of a good title are:

1. Preferably one word, not more than three.
2. Picturesque words if possible (exceptions: personal names like Stephen for Acts 7, or a geographical name).
3. Words taken directly from the text; not a paraphrase.
4. No duplication or similarity of titles.
5. Words which tell you where you are in the book.

### **STEP Three: Third Reading**

Read the book this time for the purpose of marking themes, concepts, and special terminology. You may use an electronic form of the book and mark it with color highlighting if you wish. Use a scheme something like this or of your own design. Different books will produce different subjects to be marked.

- Green references to sin, rebellion, or spiritual failure.
- Blue references to significant persons.
- Purple references to governmental/political leaders, kings, etc.
- Orange references to Christ.
- Yellow references to names of God.
- Red questions underlined in red; promises boxed in red.
- Brown references to time.
- Black references to geographical locations.

Circle the question marks.

Record further observations as you read the book.

#### **STEP Four: Fourth Reading**

The major purpose of this reading would be to identify the major divisions and paragraphs and topics within each chapter. You may want to look at other modern versions as an aid.

During the analysis you must check chapter divisions in the Bible you are using. Make no changes without good reasons.

Re-evaluate your chapter titles.

Develop a title or brief description of each paragraph. Use no more than 5 to 7 words for the paragraph title.

Develop major book division titles of one to three words each. There should be no more than 6 major divisions in any book of the Bible and many books will have no more than 3 or 4.

Finally, develop a theme or title for the whole book that you are studying. This should be related very definitely to the major divisions of the book.

[The assignment for this class ends at this point of the Inductive Study.]

On a rough worksheet chart record book divisions, chapter titles, and major divisions of each chapter.

#### STEP Five: Further Reading

This does not involve another reading as such, but rather exhaustive study as time will permit.

Get acquainted with background material, biblical criticism, and problems relating to the book. Use scholarly commentaries which deal with word meanings and textual problems.

Reassess your divisional points.

Record on the work chart the concepts you choose as most important.

## STEP Six:

Construction of final chart. A good chart necessitates attention to the following rules:

1. Be simple - overcrowding obscures perspective; the chart should be self-explanatory.
2. Be neat - what is worth doing at all is worth doing well.
3. Be honest - never withhold relevant evidence in the interest of theory; endeavor to interpret evidence without prejudice or bias.
4. Be pictorial - present ideas, movements graphically; do not present bare statistics without indicating their significance; employ eye appeal.
5. Be thorough - Spare no pains to ascertain the distinctive message of the book being studied, nor to present it with greatest accuracy and effectiveness.
6. Be modest - no chart is ever finished or perfect; you will need room for improvement; there will be fresh insights later.

The chart represents a panoramic view of the book, together with some interpretation. Accordingly, there may well be an analysis of the book into its paragraphs, chapters, and sections, along with some indication of the relation of the parts to the whole.

Paragraph titles are simply descriptive labels to recall the content of a paragraph. Such titles give a spatial outline of the book; the usual topical outline provides a logical analysis - both are important.

Equipment: Heavy chart paper is preferable. Type or use ink on the chart. Colors may be used to indicate relationships, for example, related paragraphs may have the same color. Perhaps the most convenient form of a chart is that which uses letter size paper (8 1/2 x 11) hinged at the left side by scotch tape. A roll is often inconvenient to handle.