



B364 - CB: Studies in Paul's Letters

(Prerequisites: B115 Introduction to the New Testament;
B119 Bible Study Methods)

Sept. 16-Oct. 25, 2024

Mon.-Thurs.: 9:00-10:30 am SK time
(11 am – 12:30 pm ET)

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👤 Saskatoon Campus 'A' Livestream 🎥 Video on Demand

Course Goals

Course Description

This course explores key theological themes in the letters of Paul, especially as these relate to his Jewish heritage and Greco-Roman context. Special emphasis will be given to Paul's understanding of his mission, the Jewish scriptures, the end of the age, the work of the Spirit, and the Mosaic Law. Class discussion will include a consideration of how Paul's instructions to various early Christian communities still inform the thinking and practices of the present-day church.

Relationship to MCS-Horizon's Missions

This course prepares students for Spirit-empowered life and ministry in Pentecostal and other settings by equipping them to understand and apply biblical truth with greater proficiency.

Core Competencies and Learning Outcomes



To demonstrate competency in *Biblical and Theological Literacy*, students will achieve the following outcomes:

1. Practice reading, tracing the logic, and identifying the purpose of select Pauline Letters:
 - *Assessment:* Workbook/Reading Log

2. Recognize how the thought of Paul intersects with his Jewish and Hellenistic contexts, and the world of the Roman Empire:
 - *Assessment:* Gorman Book Review
3. Identify some of the most prominent theological themes and key interpretive issues in the letters of Paul:
 - *Assessment:* Gorman Book Review
 - *Assessment:* Gathercole Article Review
4. Interpret passages from the Pauline Epistles with awareness of their purpose, literary genre and context, socio-historical context, and distinct theological perspective:
 - *Assessment:* 1 Corinthians 12-14 Exegetical Analysis Project

Course Work

Required Readings

Gathercole, Simon. "What Did Paul Really Mean?" *Christianity Today* 51 (2007): 22-28.

Gorman, Michael J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Second Edition. Grand Rapids: Eerdmans, 2016. ISBN: 9780802874283.

DTL: <https://thedtl.on.worldcat.org/oclc/988869776>

**While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

Course Assignments and Activities

1. *Workbook/Reading Log – 20%*

Read the portions of the Pauline Letters as they are assigned for each class. As you do so, answer the workbook questions provided on Populi as a guide for tracing the thought of Paul and for thinking about the purpose of his letters. Keep a record of the date and time it took to complete each section. Submit the completed workbook and reading log assignments *before* they are discussed in class.

 - **Related learning outcome:** #1
 - **Assignment Length:** See instructions throughout workbook.
 - **Due date:** Sept. 19, 22, 29; Oct. 6, 14
2. *Gorman Book Review – 30%*

In order to gain an understanding of the distinct cultural context of Paul along with his unique theological perspective, read pp. 1-187 of Gorman's *Apostle of the Crucified Lord* and write a 5-6 page book review:

 - a. See instructions for the book review below (in Appendix A).

- b. Use Times New Roman, 12-point font, double-spaced.
- **Related learning outcomes:** #2, 3
 - **Assignment length:** 5-6 pages
 - **Due date:** Oct. 5, 2024
3. *Gathercole Article and Response to Perspectives on Paul Panel – 20%*
 Part 1: Read the article by Simon Gathercole, entitled, “What Did Paul Really Mean?” and write a one- or two-paragraph summary of Gathercole’s central argument in this article.
- **Related learning outcome:** #3
 - **Assignment length:** ½-1 page
 - **Due date:** Oct. 9, 2024
- Part 2: After the seminary class presentation on *Perspectives on Paul*, write a one-two page description of the panel presentation of the different perspectives on Paul (Times New Roman, double-spaced). After you have briefly described the different perspectives, succinctly indicate which perspective you prefer with a short explanation of why you prefer it.
- **Related to learning outcome:** #3
 - **Assignment length:** 1-2 pages
 - **Due date:** Oct. 11, 2024
4. *1 Corinthians 12-14 Exegetical Analysis Project – 30%*
 After listening to the Exegetical Analysis Project instruction video (Posted in Populi), follow the format and instructions in Appendix B to provide a close reading and exegetical outline of a select passage from 1 Corinthians 12-14:
- **Related to learning outcomes:** #4
 - **Assignment length:** 4-6 pages
 - **Due date:** Oct. 17, 2024

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have the same assignment due dates as in-class students.
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week’s classes.
- By Saturday at 11:59 pm each week, VOD students will submit written confirmation that 1) affirms they have watched the required recording for the last seven days, and 2) a one-two page reflection on two-three items from the weekly classes that were most meaningful to them and help them to reach the course learning outcomes.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

Classroom time	28.5 hrs		Assignment Weighting
1. <i>Workbook/Reading Log</i>	15 hrs	Sept. 19, 22, 29; Oct. 6, 14	20%
2. <i>Gorman Book Review</i>	30 hrs	Oct. 5	30%
3. <i>Gathercole Article and Response to Perspectives on Paul Panel</i>	5 hrs	Oct. 9, 11	20%
4. <i>1 Cor 12-14 Exegetical Analysis Project</i>	20 hrs	Oct 17	30%
Total =		~100 hrs	

Course Outline/Class Schedule

Date	Text	Class Topic	Secondary Reading	Supporting Assignments
Week one (Sept. 16-19)	2 Cor 5:16-21; Rom 1:1-5; 15:15-21; 16:25-26; Gal 1:11-17 Romans 4-5	Introduction Paul's Context and Mission Paul's Scriptural Legacy	Gorman, 1-119	Workbook/Reading Log Assignments
Week 2 (Sept. 23-26)	1 Thessalonians Romans 6-8 1 Corinthians 15	Genre of Paul's Letters Paul's Apocalyptic Outlook Messiah, the Spirit, and the Resurrection	Gorman, 120-187 Gorman, 188-210	Workbook/Reading Log Assignments
Week 3 (Sept. 30-Oct. 3)	Philippians	Paul's Roman Context Genre of Philippians	Gorman, 482-525	Workbook/Reading Log Assignments
Oct. 5				Gorman Book Review
Week 4 (Oct. 7-10)	Galatians	Paul and the Law: Old and New Perspectives Panel Discussion: <i>Perspectives on Paul: Five Views</i>	Gorman, 227-272	Workbook/Reading Log Assignments Gathercole Article and Response to Perspectives on Paul Panel
Week 5 (Oct. 15-17)	1 Corinthians	Paul's Vision of Community	Gorman, 273-341	1 Cor 12-14 Exegetical Analysis Project Workbook/Reading Log Assignments

- First submissions of assignments will not be accepted after Oct. 18, 2024.

Assignment	Revision Due Date
Gorman Book Review	Oct. 21, 2024
Gathercole Article and Response to Perspectives on Paul Panel	Oct. 21, 2024
Exegetical Analysis	Oct. 22, 2024
Workbook/Reading Log Assignments	Oct. 22, 2024

- No resubmission of assignments will be accepted after Oct. 25, 2024.

Use of Technology (for this class):

The policy for the use of technology in this class will differ from the regular MCS-Horizon policy (stated below). If students are meeting on campus, I will ask them to avoid using their computers, tablet, or phones during class time in order to remove unnecessary distractions. I will similarly ask online students to use their paper bibles and to take notes (rather than using phones or other screens). In order to ensure that students have all of the necessary information from each class, without the help of electronic devices, I will also provide supplementary material on Populi. As several recent studies show, our electronic devices can detract from learning both inside and outside of the classroom (see, e.g., Ward, A. F., Duke, K., Gneezy, A., & Bos, M. W. [2017]. Brain drain: The mere presence of one's own smartphone reduces available cognitive capacity. *Journal of the Association for Consumer Research*, 2, 140-154; Kang, S., & Kurtzberg, T. [2019]. Reach for your cell phone at your own risk: the cognitive costs of media choice for breaks. *Journal of Behavioral Addictions*, 8, 395–403).

Academic Policies

General Assignment Guidelines

Please see the [MCS-Horizon](#) Format Guide for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* on Populi and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline. If one assignment is submitted more than five days late, the student will fail the course.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

MCS-Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Accessible Learning Services Information

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (library@horizon.edu).

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

Use of Technology

MCS-Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Appendix A: Book Review Instructions

Definition of a critical book review: A paper that describes the nature and scope of a book, and evaluates how well the author succeeded in his or her purpose for writing. The assessment component of the review requires evidence to support its conclusions.

Book Review Instructions

Write a 5-6-page (1500-1800 words) review that includes two parts:

1. Part One: description of the book
2. Part Two: evaluation of the author's purpose

Part I – Describe the Book and Summarize its Content (2.5-3 pages of book review)

- Begin by providing the author's name and the full title of the book.
- Describe the book by answering the following questions:
 - What type of book is it? What subject matter does it cover?
 - What is the main purpose and thesis of the author?
 - Who is the main intended audience of the book? How does this have an impact on its overall presentation?
 - What is the particular perspective of the author and what role does this play in his presentation?
- Briefly outline the content of each chapter:
 - Indicate how each chapter contributes to the overall purpose or thesis of the book.
 - Describe how the author organizes and presents his information.

Part II – Evaluate the book (2.5-3 pages of book review)

- Discuss the extent to which the author succeeds in fulfilling his purpose or thesis:
 - Evaluate the quality of the sources the author uses and his treatment of this evidence to support his thesis.
 - Evaluate the overall strength and logic of his argument.
 - Note both weaknesses and strengths in his argument.
 - Be sure to use specific examples to illustrate your critique.
- Comment on the effectiveness of the overall organization of the book.
- Indicate how the author's perspective and approach influences his purpose, argument, and conclusions.
- Explain how the author's intended audience influences his purpose and choice of topic.

Appendix B: Exegetical Analysis (1 Corinthians 12-14)**A. Write an outline of 1 Corinthians 12-14**

1. Divide 1 Corinthians 12-14 into paragraphs and write a summary of the **major point** of each paragraph (one sentence/paragraph).
2. Note how paragraphs fit into sections within 1 Corinthians 12-14. This step involves an analysis of how the author links ideas together to convey his message:
 - a. Identify repetitions of key terms, phrases, and themes.
 - b. How does the author contrast or compare certain events, ideas, or themes?
 - c. When does he move from a general idea to a more specific example or explanation or from a particular idea to a generalization?
 - d. Does he show cause and effect relationships between ideas or events?
 - e. Does he show purpose or result relationships between ideas or events?
3. On the basis of your analysis in step c. (immediately above), organize your paragraph summaries into larger sections (subunits) that correspond to the author's flow of thought. Provide headings for these subunits. Here the goal is to think about how individual paragraphs and sections are linked together to convey the overall message of 1 Corinthians 12-14.

[Submit the entire outline of 1 Corinthians 12-14. This includes a one-sentence summary of each paragraph, a heading for each subunit, and a title for 1 Corinthians 12-14 as a whole. Note that the headings for each subunit and the title for 1 Corinthians 12-14 should attempt to summarize the overall idea of each section.]

Sample Format

- Title of Section as a Whole (in this case, provide a title for 1 Corinthians 12-14)
- Title of First Subunit (1 Cor 12:1-???)
 - One-sentence summary of first paragraph in first subunit (1 Cor 12:1-3)
 - One-sentence summary of second paragraph (1 Cor 12:???)
 - ...
- Title of Second Subunit (1 Cor 12:???)
 - One-sentence summary of first paragraph in second subunit (1 Cor 12:???)
 - One-sentence summary of the second paragraph in the second subunit...

B. Perform a detailed exegetical analysis of one passage [point-form to submit]:

1. As you read your chosen passage carefully, list at least 8 observations (from the following examples) and explain their significance for your passage:
 - **Conjunctions** – Note important connecting words and explain how they help unlock the meaning of a passage:
 - yet, but (contrast)
 - for (explanation; cause)
 - therefore (inference; conclusion)
 - in order that (purpose)
 - so that (result)
 - because, since (cause)
 - now, then (transition)
 - **figures of speech or metaphors** – Note and describe any images or figures of speech in your passage. How does the image or figure of speech enhance your understanding of the passage?
 - **comparisons or contrasts** - If items, ideas, or people are compared or contrasted in your passage, consider the significance and effect of the contrast and how it is developed.
 - **repeated words or phrases** – Observe words or phrases that are repeated in a passage and the details that surround these types of repetitions. Why are they important?
 - **lists** – If your passage lists more than two items, write down these items and think about their order and significance. Note if the items are grouped in any particular way.
 - **emotion or tone** – Is there a particular emotion or tone in your passage? How does this contribute to its meaning or to our understanding of relationships between different people?
 - **questions and answers** – Does the author ask and answer rhetorical questions? Why might this be important?

[Submit your analysis in point-form.]

C. Write an outline of your chosen passage and explain how it fits within 1 Corinthians 12-14

1. Write and submit an outline of your chosen passage in the following steps:
 - a. Write a one-sentence title of the passage.
 - b. Write a title for each paragraph or sentence within the passage that shows its logical connection to the overall idea or argument of the passage.
 - c. Write sub-points, or supporting ideas, beneath each paragraph or sentence title.

Sample Format:

- I. Title of Passage (vv. 5-10)
 - A. Main idea in first section (sentence or paragraph) (vv. 5-7)
 - i. supporting idea or subpoint (vs. 5)
 - ii. supporting idea or subpoint (vv. 6-7)
 - B. Main idea in second section (sentence or paragraph) (vv. 8-10)
 - i. supporting idea (vv. 8-9)
 - ii. supporting idea (vs. 10)
2. At the end of your outline, explain in one paragraph how your chosen passage fits with the main concerns of 1 Corinthians 12-14 and with the letter as whole.

[Submit the detailed outline of your chosen passage along with the one-paragraph explanation of how it fits with the main concerns of 1 Corinthians 12-14 (or the letter as a whole).]

D. With the help of three-four reputable commentaries on 1 Corinthians (e.g., David Garland, *1 Corinthians*; Ciampa and Rosner, *The First Letter to the Corinthians*; Gordon Fee, *1 Corinthians*; Richard Hays, *First Corinthians*) identify at least 2-3 relevant interpretive questions and explain their significance for understanding your passage.

[Submit a two-page summary of your findings: full sentences, paragraph form.]

Select Bibliography

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