02NT520 Pauline Epistles
Gregory R. Lanier
Summer 2016
# PROFESSOR’S CONTACT INFORMATION

**NAME:** Gregory R. Lanier,  
Assistant Professor of New Testament and Dean of Students, RTS-O  
**EMAIL:** glanier@rts.edu  
**PHONE:** 407.278.4961

# COURSE DATES

**Course Dates:** May 30–August 5, 2016  
**Online Dates:** May 30–July 10, 2016  
**In Class Dates:** July 11–15, 2016  
**Course Completion Date:** August 5, 2016

# SUMMARY OF DUE DATES:

- By July 10 at 5pm  
  - Complete assigned textbook readings and two online quizzes in Canvas  
  - Listen to audio lectures provided on Canvas  
  - Complete online posts on Canvas

- By July 15  
  - Submit research paper topic

- By August 5 at 5pm  
  - Complete assigned Bible reading  
  - Submit research paper via Canvas  
  - Complete final examination via Canvas

# COURSE OVERVIEW

**Description:**  
An exposition of Paul’s epistles (excluding Romans) that emphasizes the application of Paul’s theology to the pastoral needs of the churches of his day and ours.

**Goals:**  
- **Comprehension**  
  - To increase your knowledge of the Pauline epistles and the central features of Paul’s theology  
- **Competence**
- To sharpen your ability to be a responsible reader and exegete of the biblical text
- To sharpen your ability to interact with scholarship on Paul
- To sharpen your ability to think and write based on a close reading of the Bible

• Character
- To grow in your appreciation for how Paul’s epistles apply to your walk of faith and your ministry to God’s people

**SUPPORT:**

Canvas offers several ways of interacting with Professor Lanier. One is Ask the Professor. This is the primary place for posting questions and has the benefit of allowing classmates to profit from the dialog. Two is Inbox. Inbox functions like email and can be used if you have a personal question, for example, a question about a grade. Three is Conferences. Conferences allows for video conferencing, screen sharing, etc., and can be used in place of traditional office hours.

Canvas also allows for interaction with classmates. You can interact with classmates via the Student to Student forum or Conferences.

See FAQ on the Home Page or at Modules > Course Resources for instructions on various Canvas features.

**COURSE REQUIREMENTS**

**Reading**

**Required texts:**


**Assignments:**

- Reading of the biblical texts of the Pauline corpus
  - For those who have not had Greek I–II: Read the entirety of 1 Corinthians through Philemon **twice** in English.
  - For those who have had Greek I–II: Read the entirety of 1 Corinthians through Philemon **once** in English. Read the entirety of Galatians **once** in Greek.
  - **Evaluation:** on the final exam, you will be asked to indicate “yes”/“no” whether you have completed 100% of this reading. There is no partial credit.

- Reading of Carson/Moo
  - Read the introduction to Paul (ch. 9) and the chapters on each letter of Paul (excluding Romans).
  - **Evaluation:** see Quizzes below.

- Reading of Ridderbos
  - Read pages 1–361 (note: for those who will take Acts-Romans Hybrid at a future date, the remainder of the book will be required for that course).
  - **Evaluation:** see Quizzes below.

You are permitted to read Carson/Moo and Ridderbos at your own pace during the weeks leading up to the in-person week (before which you must take the reading quizzes; see below).
RESEARCH PAPER

Complete a research paper in accordance with the guidelines to be provided in a separate document via Canvas entitled “Research Paper Guidelines.”

Summary of technical requirements:

- 3,000-3,500 words, including footnotes but excluding title page and bibliography.
- Indicate word count on the title page.
- Footnotes (not endnotes) and bibliography of works cited (not just consulted) must conform to either SBL or modified Harvard style (examples will be provided in the “Guidance” file).
- Use headers/sub-headers to structure your main text.
- Formatting: 1.5 line spacing and 12pt font in the body; single spacing and 10pt font in footnotes. Any Greek or Hebrew must be provided as such, not in transliterated form unless quoting a source that is transliterated.
- Must cite (in a legitimate, not trivial, manner) at least 7 sources, according to the requirements outlined in the “Guidance” file.
- Students must submit their paper topic to the instructor via Canvas by July 15 but are welcome to work on their paper before the in-person meeting dates.
- Five types of papers will be permissible (further details will be provided by the instructor): Exegetical paper; Biblical-theological paper; “Pastoral issue” paper; Historical/background issue paper; Hybrid of any of the above.
- Papers must be submitted electronically in PDF format via Canvas by August 5, 2016, at 5pm.
- Any late papers will be docked a full letter grade per calendar day late.
- Evaluation:
  - Argument (30%): Is the paper arguing a clear, coherent thesis throughout?
  - Scholarship (40%): Has the paper handled the biblical text responsibly? Has the paper made careful and discerning use of secondary sources, including honest engagement with viewpoints with which the author disagrees?
  - Quality (25%): Is the paper well-structured, logical, and cohesive? Is it well-written for its target audience? Is it clear and easy to read?
  - Style (5%): Does it meet the required style guidelines? Are footnotes and bibliography composed correctly?

QUIZZES

Two online quizzes will be administered via Canvas, one for each of the textbooks assigned above (one for Carson/Moo, one for Ridderbos). The quizzes must be taken by July 10, 2016, at 5pm (after which they will no longer be accessible in Canvas).

Each quiz will consist of multiple choice and true-false questions covering the main points and key ideas in the assigned reading (not minutiae). You will be asked 15 questions (selected randomly from a larger question bank). You will be graded based on the number of questions you get correct out of 10 (therefore, 8 correct answers = 80%; 10+ correct answers = 100%).

You will be allotted 30 minutes for each, and each quiz is closed book/closed internet/etc. You will be required to answer an honor code question on the quiz.
**Discussion Posts and Replies**

Each student is to post a short introduction to themselves in the Canvas forum by the beginning of June, so that fellow students and the instructor can get to know them.

During the online portion of the course, each student is also required to make three **proposition** posts to the Canvas forum, three **response** posts, and a reasonable number of replies to other students in the spirit of collegiality. The posts must be made before the first day of our in-class meetings.

The guidelines for each post are as follows:

**Proposition** post:

- Based on your reading of Ridderbos or Carson/Moo, craft a concise argument (~200-400 words) in agreement or disagreement with something you found interesting in the reading.
- In the first sentence, state clearly what you agree/disagree with, and then succinctly—drawing on biblical evidence—back up your reasoning.
- For example: “I disagree with Ridderbos’ argument that Romans 3 sees Christ’s ‘propitiation’ as referring to the covering of sin, rather than the quenching of God’s wrath. Here’s why...”

**Response** post:

- Select a **proposition** post of another student and craft a response that interacts with their argument in a charitable but reasoned way.
- Do you agree with their case? Have they backed it up with good evidence? Where do you think they could strengthen their proposition?

The purpose of this endeavor is threefold: (a) to grow in our ability to develop and articulate in a concise way a specific thesis that we want to defend (rather than merely summarizing information), (b) to evaluate such arguments in a fair-handed and responsible way, and (c) to foster peer-to-peer learning.

**Exams**

A single examination will be administered via Canvas, made available from the last day of class (July 15) to the course end date (August 5 at 5pm, after which it will no longer be accessible in Canvas). The exam will cover the entirety of the lecture material (not the readings), including audio lectures that are required prior to the in-person week.

The exam will consist of the following:

- Short essays: requiring ~5-7 sentences to answer. Student will choose 6 to answer out of 12 provided.
- Long essays: requiring ~20-30 sentences to answer. Student will choose 3 to answer out of 6 provided.
- Scripture memorization: requiring the student to reproduce from memory (not using their Bible), a passage of 4-5 verses from any of Paul’s letters (excl. Romans).
- Letter outline: requiring the student to present, from memory (not using their Bible), a bullet-point outline of one of the following letters: 1 Corinthians, 2 Corinthians, Galatians, or Ephesians. How to present the outline is up to the student (that is, it does not need to be from Carson/Moo, but it can be if one prefers). It must be sufficiently detailed and accurate but does not need to be to the verse level. Think: chapters/half-chapters.
Evaluation:

- Short essays = 8% each (total 48%)
- Long essays = 15% each (total 45%)
- Scripture memorization = 3.5%
- Letter outline = 3.5%

You will be given 3 hours to complete the exam in Canvas. It will be closed book and closed notes; you will be allowed to use an English Bible or Greek New Testament, except for the scripture memorization and letter outline portions of the exam (for obvious reasons). There will be a robust honor code statement at the end of the exam.

Grading Policy

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading of the biblical texts</td>
<td>5%</td>
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<tr>
<td>Carson/Moo quiz</td>
<td>5%</td>
</tr>
<tr>
<td>Ridderbos quiz</td>
<td>5%</td>
</tr>
<tr>
<td>Discussion posts/replies</td>
<td>15%</td>
</tr>
<tr>
<td>Research paper</td>
<td>35%</td>
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<tr>
<td>Examination</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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The published RTS grading scale is used in this course. See the Catalog, page 47.

Course Schedule

Online Schedule

From May 30 to July 10

- Download lecture notes (.docx) provided on Canvas, which will go along with each audio lecture as well as in-class lectures
- Listen to the audio lectures posted to Canvas—these will be included on the exam and cover important information that will be presupposed in our in-class lectures
- Complete all reading in Carson/Moo and Ridderbos and online reading quizzes
- Submit three proposition and three response posts to the online discussion forum
- Begin working on research paper
- IMPORTANT NOTE: not all the audio lectures will be available on May 1—they will be added by the instructor once they are recorded during the Spring 2016 course at RTS-O

In Class Schedule

Monday through Friday, 6:00–9:00pm: We will systematically work our way through a subset of the Pauline epistles, with a focus on exegesis, theological reflection, and the practical “so what?”
FURTHER READING

To be provided via the bibliographies included in the lecture notes.
## MDiv* Student Learning Outcomes

In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.

<table>
<thead>
<tr>
<th>Course Objectives Related to MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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</table>
| Articulation (oral & written)                                 | Strong | 1. Research paper on exegetical, theological, or ministry topic  
2. Written examinations |
| Scripture                                                     | Strong | 1. Lectures include significant exegesis component  
2. Original languages used in class and encouraged for students  
3. Memorization of outline and scripture passage required |
| Reformed Theology                                             | Moderate| 1. Use of traditional Reformed theological categories, with emphasis on exegetical grounding in Paul |
| Sanctification                                                | Moderate| 1. Reading of Bible text  
2. Emphasis on personal and pastoral application in lectures |
| Desire for Worldview                                         | Moderate| 1. Emphasis on thinking biblically about social, political, and ecclesiological issues |
| Winsomely Reformed                                            | Moderate| 1. Responsibly engaging with critical scholarship in lecture  
2. Encouraging students to read non-evangelical materials for paper |
| Preach                                                        | Strong | 1. Emphasis on equipping students how to read and exposit on their own rather than simply regurgitate “safe” commentaries |
| Worship                                                       | Minimal| 1. Some discussion of Reformed worship/policy in pastoral epistles |
| Shepherd                                                      | Minimal| 1. Pastoral/counseling application during lectures  
2. “Church issue” option for paper |
| Church/World                                                  | Minimal| 1. Discussion of church issues related to Paul (New Perspective, FV) |