1. **Course Details**
   - Three credit hours
   - Wednesdays, 2:00pm–5:00pm, February 5–May 6, 2020
   - Course 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.*

2. **Instructor Information**
   - Gregory R. Lanier, Ph.D., Associate Professor, RTS-Orlando
   - Email: glanier@rts.edu
   - Office: Main administrative building
   - Office Hours: Email to set up appointment

3. **Objectives**
   - To understand the Pauline Epistles in the context of redemptive history and the Jewish and Greco-Roman world(s).
   - To understand the main structure of Paul’s theology, soteriology, Christology, ecclesiology, and eschatology as expressed in these epistles.
   - To strengthen one’s ability to read, exegete, and teach/preach 1 Corinthians–Philemon, with special attention to their key issues, internal logic, and contribution to doctrine.

4. **Required Texts**
   - The Holy Bible: each student must bring his/her own copy of the Bible (in a modern English translation, e.g., ESV, NASB, NIV) to class each day. Students who have taken Greek are encouraged to bring a critical Greek edition (UBS4/5 or NA27/28).

5. **Course Assignments**
   - *Reading of Biblical Texts*
     - Read 1 Corinthians through Philemon *twice* in English, using different translations.
     - Greek students: read Galatians in Greek once (and in English once)
     - 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 Assigned Textbooks**
  o **Assignment**
    ▪ Read chapters 7-17 in Kruger
    ▪ Read entirety of Ridderbos
    ▪ Read entirety of Thielman
  o **Evaluation**
    ▪ You will indicate in Canvas (by the assigned date) whether you have completed 100% of the reading (there is no partial credit)

• **Research Paper**
  o **Assignment**
    ▪ Complete a research paper of 3,500-5,000 words, adhering to the “Research Paper Guidelines” document provided separately via Canvas.
    ▪ Students must submit their paper topic to the instructor via Canvas by the date specified on the course homepage.
    ▪ Papers must be submitted electronically in PDF format via Canvas by the date specified on the course homepage.
  o **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?

• **Final Examination**
  o One examination will be given at the end of the course during exam week, covering the lecture material (not the readings)
  o The exam will consist of the following components:
    ▪ Short essays, requiring ~5–7 sentences to answer. Student will choose 6 to answer out of a list provided.
    ▪ Long essays, requiring ~20–30 sentences to answer. Student will choose 3 to answer out of a list provided.
    ▪ Additionally, the student will be asked to provide a bullet-point outline (chapter-level) of 1 Corinthians, Ephesians, or Galatians from memory (not using your Bible)
    ▪ The examination will be administered via Canvas.

6. **Grading**
   • Reading of biblical texts 10%
   • Reading of assigned textbooks 15%
   • Research paper 40%
   • Final examination 35%

100%
7. **Other Details**

- Attendance is mandatory. Student must notify the instructor by email regarding any absence.
- The “skeleton” of course notes will be provided in electronic form by the instructors.
- Students are permitted to use laptops or tablets in class. Phones must be turned on silent mode. You are expected to make use of technology in a way that honors Christ and respects your brothers/sisters sitting near you.
## Course Objectives Related to MDiv* Student Learning Outcomes

<table>
<thead>
<tr>
<th>Course: NT5300 – Pauline Epistles</th>
<th>Professor: Gregory R. Lanier, Ph.D.</th>
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<tbody>
<tr>
<td>Campus: Orlando</td>
<td>Date: Spring 2020</td>
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### Mini-Justification

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.

### Rubric

- **Strong**
- **Moderate**
- **Minimal**
- **None**

### Articulation (oral & written)

Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Strong</td>
<td>Research paper on exegetical, theological, or ministry topic. Written examination.</td>
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### Scripture

Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)

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<tbody>
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<td>Strong</td>
<td>Lectures include significant exegesis component. Original languages used in class and encouraged for students. Memorization of outlines.</td>
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### Reformed Theology

Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.

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<td>Moderate</td>
<td>Use of traditional Reformed theological categories, with emphasis on exegetical grounding in Paul's letters.</td>
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### Sanctification

Demonstrates a love for the Triune God that aids the student’s sanctification.

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<td>Moderate</td>
<td>Reading of Bible text. Emphasis on personal and pastoral application in lectures.</td>
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### Desire for Worldview

Burning desire to conform all of life to the Word of God.

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<td>Moderate</td>
<td>Emphasis on thinking biblically about social, political, and ecclesiological issues.</td>
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</table>

### Winsomely Reformed

Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)

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<td>Moderate</td>
<td>Responsibly engaging with critical scholarship in lecture. Encouraging students to read non-evangelical materials for paper.</td>
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### Preach

Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.

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<td>Strong</td>
<td>Emphasis on equipping students how to read and exposit on their own rather than simply regurgitate “safe” commentaries.</td>
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### Worship

Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.

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<td>Pastoral/counseling application during lectures. “Church issue” option for paper.</td>
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### Shepherd

Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.

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<td>Minimal</td>
<td>Discussion of church issues in class.</td>
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### Church/World

Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.

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