

BSD05 PAUL AND HIS LETTERS

DIPLOMA OF BIBLICAL THEOLOGY

Lecturer(s)	Dr Peter Orr peter.orr@moore.edu.au
Qualifications to teach	AQF Level 8 or above. A first degree in theology with honours, or equivalent
Status	Elective
Co/pre-requisites	None

WORKLOAD	TOTAL
Credit points	4
Duration	2 Terms
Weekly lecture content. The 13 lectures take about 6 hours to read slowly. Time is allowed for two readings, including activities along the way and some foundational knowledge quiz questions.	15
Reading and answering foundational knowledge quiz questions: 1 hour	1
Biblical exposition activities 12 (4 hours x3) hours to prepare and write each contribution; 6 (2 hours x3) hours to read and assess others' work. 5 (80 pages @ 15pp/hour – reading commentaries)	23
Thematic Assignment development activities	10
Thematic Assignment: extra reading, preparation, and writing	26
Recommended Reading (250 pages @ 15pp/hr)	16
Total commitment hours	91

GENERAL AIM:

The unit introduces the student to the letters of Paul as individual books and as a collection. It helps the student gain an orientation to the individual letters and to repeated themes throughout the collection. The unit also orientates the student to the apostle's life and how the letters fit into the different missionary journeys presented in the book of Acts. Students will develop their competence as readers of Paul's letters, and be able to show how these letters deepen our understanding of God and the gospel as how they call us to live the Christian life.

LEARNING OUTCOMES

At the end of this unit, students should be able to:		Graduate Attributes
1.	Describe the context, structure and message of each of Paul's letters.	GA 1
2.	Explain the key themes of Paul's letters.	GA 1
3.	Discuss a major theme in a selected letter, and illustrate its distinctive features from the text.	GA 1

CONTENT

1.	The historical context and content of Paul's letters.
2.	A concise exposition and theological analysis of each individual book.
3.	Contemporary application of Paul's letters to Christian life and ministry.

TEACHING AND LEARNING METHODS

Weekly lecture content
Exposition activities
Recommended readings
Thematic Essay development activities
Foundational knowledge quizzes
Peer assessments in workshops

ASSESSMENT METHODS

Foundational knowledge quizzes Correctly answer 100 multiple choice questions on lecture material, spread over the unit. Weighting: 20%	LO 1, 2
Three biblical exposition activities, 500 words each, 10% each Tutor and peer assessment 1,500 words, 30%	LO 2, 3
Thematic assignment Two development activities, 250 words each - 5% each <i>Aim: the first activity helps you take what you have been reading and begin to organise it around your chosen essay question. The second activity helps you to produce an outline of your essay.</i> Essay 1,500 words - 40% Total: 2,000 words - 50%	LO 2

Note for students: Please refer to the Student Handbook §4 for College Requirements on assessments, including presentation, correct referencing of sources, word limits and late submission.

PROGRESSION

Successful completion of this unit requires:

1. An overall result of 50% or more.
2. A pass (50% or more) in the thematic assignment, essay component.
3. A score of 100% for the foundational knowledge quizzes (unlimited attempts before the due dates).

READING and ASSESSMENT SCHEDULE.

Reading required to complete the exposition activities and recommended reading to assist the student to achieve the unit learning outcomes

Week	Letter(s)	Author (s), Title and Publisher	pages
1		Read all of Paul's Letters	75
2	1 Thessalonians	Mark Dever. <i>The Message of the New Testament: Promises Kept.</i> Wheaton: Crossway, 2005. Pages 301-342. [This reading is on 1 and 2 Thessalonians]	41
3	2 Thessalonians	Your first developmental exercise for the thematic assignment starts this week.	
4	1 Corinthians	David DeSilva. <i>An Introduction to the New Testament: Contexts, Methods and Ministry Formation.</i> Second edition. Nottingham: Apollos, 2004. Pages 486-525. [This reading is on 1 and 2 Corinthians]	42
5	2 Corinthians	Exposition activity: Reading on 2 Corinthians 4:1-6: Mark A. Seifrid. <i>The Second Letter to the Corinthians.</i> PNTC. Apollos: Nottingham, 2014. Pages 187-204. Your first exposition activity on 2 Corinthians 4:1-6 starts this week.	17
6	Galatians	Thomas R. Schreiner. <i>Galatians.</i> Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2010. Pages 21-59.	38
7	Romans 1-8	Exposition activity: Reading on Romans 3:21-26 Colin G. Kruse. <i>Paul's Letter to the Romans.</i> PNTC. Apollos: Nottingham, 2012. Pages 176-193. Your second exposition activity on Romans 3:21-26 starts this week.	10
8	Romans 9-16	Will Timmins. 'Why Paul wrote Romans: Putting the Pieces Together'. <i>Themelios</i> 43.3. Available on-line.	10
9	Philippians	Frank Thielman. <i>Philippians.</i> NIV Application Commentary. Grand Rapids: Zondervan, 1995. Pages 15-29. Your second developmental exercise for the thematic assignment starts this week	14
10	Ephesians	C.E. Arnold. "Ephesians" in <i>Dictionary of Paul and his Letters.</i> Edited by Gerald F. Hawthorn, Ralph P. Martin and Daniel G. Reid. Leicester, England: IVP, 1993. Pages 238-249.	11
11	Colossians, Philemon	Exposition activity: Reading on Colossians 3:1-4: Douglas J. Moo. <i>The Letters to the Colossians and to Philemon.</i> PNTC. Apollos: Nottingham, 2008. Pages 243-252. Your third exposition activity on Colossians 3:1-4 starts this week	46
12-13	Titus, 1-2 Timothy	Don Carson and Douglas Moo. <i>An introduction to the New Testament.</i> Second Edition. Grand Rapids: Zondervan, 2005. Pages 554-587.	30
		Total	317