

BSD05 PAUL AND HIS LETTERS

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| Lecturer(s) | Dr Peter Orr peter.orr@moore.edu.au |
| Qualifications to teach | AQF Level 7 or above |
| Status | Elective |
| Co/pre-requisites | None |

| WORKLOAD | TOTAL |
|-------------------------------------|------------|
| Credit points | 6 |
| Duration | 2 Terms |
| Weekly Lecture Content ¹ | 15 |
| Essay Development Activities | 20 |
| Essay Preparation and Writing | 40 |
| Recommended Reading ² | 22 |
| Reading Paul's letters ³ | 10 |
| Biblical Exegetical Activities | 30 |
| Foundational Knowledge Quizzes | 7 |
| Additional reading and reflection | 6 |
| Total commitment hours | 150 |

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.

¹ The 13 lectures take about 6 hours to read slowly. Time is allowed for two readings, including activities along the way.

² 317 pages at 15 pages per hour.

³ Time is allowed to read each of Paul's letters twice.

LEARNING OUTCOMES

| At the end of this unit, students should be able to: | | Graduate Attributes |
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| 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

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| 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

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| Weekly Lecture content |
| Exegetical activities |
| Recommended readings |
| Essay Development activities |
| Foundational knowledge quizzes |
| Peer assessments |

ASSESSMENT METHODS

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| Foundational knowledge quizzes 100 Multiple Choice Questions. The quizzes help you consolidate your learning of the unit content. You must complete all quizzes and achieve an overall score above 90% to pass the unit. You are allowed unlimited attempts but must complete the quizzes satisfactorily before the end of the final assessment week. These quizzes do not contribute marks towards your final grade in the unit. | LO 1, 2 |
| Three biblical theology exposition activities Tutor and peer assessment. Three activities, 500 words each. Weighting: 40% | LO 2, 3 |
| Thematic assignment – 60% Two development activities, 250 words each - 5% each. 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. The essay is 1,500 words. Weighting: 60% | LO 2 |

Note for students: Please refer to the [DBT Handbook](#) for College requirements on assessments, including presentation, correct referencing of sources, word limits and late submission.

PROGRESSION

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| Successful completion of this unit requires: | |
| 1. | An overall result of 50% or better |
| 2. | 50% or better in the final essay submission |
| 3. | Completing the Foundational Knowledge Quizzes with an overall score above 90% |

RECOMMENDED READING

Reading that will 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 online. | 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 recommended reading | | | 317 |