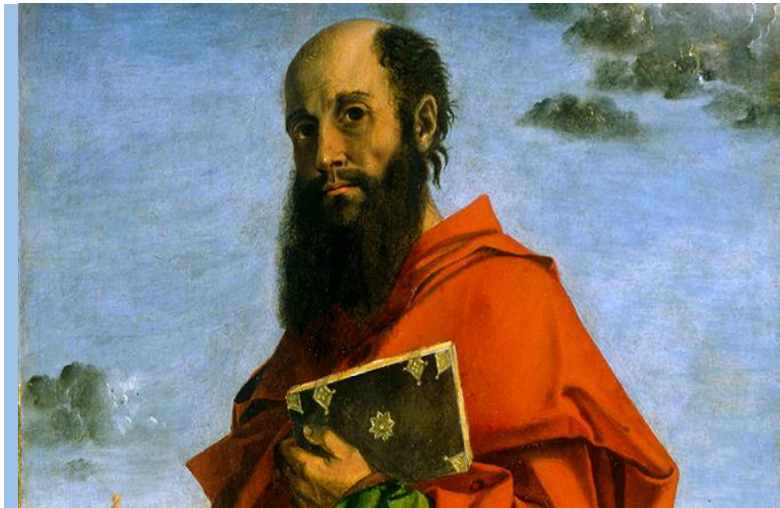




Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry



B364 - CB: Studies in Paul's Letters

(Pre-requisites: B115 Introduction to the New
Testament; B119 Bible Study Methods)

Sept. 14-Oct. 23, 2020

Mon.-Thurs.: 9:00-10:30 am
Susan Wendel, Ph.D.
email: swendel@horizon.edu

Course Content and 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 Horizon's Mission

This course prepares students for Spirit-empowered life and ministry 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 Summary
 - *Assessment:* Reflection Papers
3. Identify some of the most prominent theological themes and key interpretive issues in the letters of Paul:
 - *Assessment:* Gorman Book Summary
 - *Assessment:* Reflection Papers
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 Exegetical Analysis and Presentation
5. Reflect upon how the message and theological witness of Paul informs the way we think, live, and minister in our current cultural context:
 - *Assessment:* Reflection Papers
 - *Assessment:* 1 Corinthians Exegetical Analysis and Presentation

Course Work

Required Readings

NRSV or NIV version of the Bible

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

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Exegetical Analysis* (written portion). This assignment must be edited and submitted to the *Biblical and Theological Literacy e-project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): “What Goes in My Portfolio” for further information.

1. *Workbook/Reading Log* – Read the portions of the Pauline Letters as they are assigned for each class. As you do so, use 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
 - **Due date:** Sept. 17, 21, 28; Oct. 5, 13

2. *Gorman Book Summary* – 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 4-page summary of its content:
 - a. Begin by providing the author’s name and the full title of the book. (No formal introductory paragraph is necessary.)
 - b. Provide a brief summary of the content of the first six chapters of Gorman’s book.
 - Related learning outcomes: #2, 3
 - Assignment length: 4 pages
 - **Due date:** Oct. 7, 2020

3. *Reflection Papers* – Select and respond to one class (or set of classes) from each of weeks 1, 2 and 3 by writing short reflection papers (~2-3 pages for each reflection) that consider the following questions:
 - a. What was discussed in this class? Here you can use the class notes and textbook to assist you in summarizing the topic. (1-1.5 pages)
 - b. Why does this aspect of Paul’s thought matter to us? How should the present-day church respond to this part of Paul’s message? (1-1.5 pages)
 - Related learning outcomes: #2, 3, 4, 5
 - Assignment length: 2-3 pages x 4 papers = 8 pages
 - **Due dates:** Sept. 19, 26; Oct. 2, 9

4. *Exegetical Analysis and Presentation* – Provide a close reading and exegetical outline of a select passage from 1 Corinthians 12-14 (See more detailed instructions posted on Populi.):
 - a. Write an outline of 1 Corinthians 12-14 that traces its logical flow of thought.
 - b. Provide a careful exegetical analysis and detailed outline of your chosen passage and explain how it fits within the logical structure of 1 Corinthians 12-14.
 - c. With the help of at least 3-4 commentaries, identify at least 2-3 relevant interpretive questions and discuss their significance for understanding your chosen passage.
 - i. During the class in which this passage is discussed, you will provide a 5-minute presentation of these interpretive questions and their significance (with a partner).
 - Related to learning outcomes: #4, 5
 - Assignment length: 3-4 pages (written analysis)
 - **Due date:** Presentations: Oct. 14-15; Written Exegetical Analysis – Oct. 16

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a 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 but they also have additional assignments.

- Each week, VOD students are required to watch and engage with all of the recording from that week’s classes.
- By Monday at 11:59pm each week, VOD students will submit a report (300 written words or 2-3 minute audio or video recording) that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- 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 class material.

Estimate of Time Investment (individual time investments may vary)

Classroom time		28.5 hrs	
1. <i>Workbook/Reading Log</i>		15 hrs	Oct. 16, 2020
2. <i>Gorman Book Summary</i>		25-30 hrs	Oct. 7, 2020
3. <i>Reflection Papers</i>		11-12 hrs	Sept. 19, 26; Oct. 2, 2020
4. <i>Exegetical Analysis and Presentation</i>		15 hrs	Presentation: Oct 14-15, Written Analysis: Oct. 16, 2020
Total =		95-100 hrs	

Assessment Rubrics

Rubrics for each assignment will be posted on Populi under “B364 Assessment Rubrics” prior to the first day of class.

Course Outline/Class Schedule

Date	Text	Class Topic	Secondary Reading	Supporting Assignments
Week 1	2 Cor 5:16-21;	Introduction	Gorman, 1-119	
Sept. 14-17	Rom 1:1-5; 15:15-21; 16:25-26; Gal 1:11-17	Paul’s Context and Mission		Workbook/Reading Log
	Romans 4-5	Paul’s Scriptural Legacy		Reflection Paper 1 (Due: Sept. 19)
Week 2	1 Thessalonians	Genre of Paul’s Letters	Gorman, 120-187	Workbook/Reading Log
Sept. 21-24		Paul’s Apocalyptic Outlook	Gorman, 188-210	Reflection Paper 2 (Due: Sept. 26)
	Romans 6-8	Messiah, the Spirit, and the Resurrection		
	1 Corinthians 15			

Week 3	Philippians	Paul's Roman Context	Gorman, 482-525	Workbook/Reading Log
Sept. 28-		Genre of Philippians		
Oct. 1	Galatians	Paul and the Law: Old and New Perspectives	Gorman, 227-272	Reflection Paper 3 (Due: Oct. 2)
Date	Text	Class Topic	Secondary Reading	Supporting Assignments
Week 4		Paul and the Law (continued as necessary)		Gorman Summary (Due: Oct. 7)
Oct. 5-8	1 Corinthians	Paul's Vision of Community 1 Corinthians 1-3 1 Corinthians 5-6	Gorman, 273-341	Workbook/Reading Log
Oct. 5 (3:00 pm)		Exegetical Analysis Tutorial		
Week 5	1 Corinthians	1 Corinthians 8-11		Exegetical Presentations (Due: Oct. 14-15)
Oct. 13-15		1 Corinthians 12-14		Written Exegetical Analysis (Due: Oct. 16)

Use of Technology (for this class):

The policy for the use of technology in this class will differ from the regular Horizon College and Seminary policy (stated below). If students are meeting on campus, I will ask them to avoid using their computers 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).

Due Dates for Revisions:

Monday, Oct. 19	Reflection Papers 1-3; Gorman Book Review
Tuesday, Oct. 20	Exegetical Analysis
Wednesday, Oct. 21	Workbook/Reading Log
Thursday, Oct. 22	Secondary Resubmissions (as necessary)

- No resubmission of assignments will be accepted after Friday, Oct. 23, 2020.

Academic Policies

General Assignment Guidelines

Please see the 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 online](#) 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.

A late assignment will not be assessed until the student first meets with the professor or the Adjunct Faculty Advisor to discuss whether the student’s reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student’s program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused 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.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

Horizon CBE Scale	Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	A+	4.0	90-100

		Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NY M	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to 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](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above 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.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. 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

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 Horizon College and Seminary 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.

Select Bibliography

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