



A M B R O S E

## NT 605 The Pauline Letters

Professor: Robert S. Snow, PhD

16-20 May 2011

Email: [rsnow@ambrose.edu](mailto:rsnow@ambrose.edu)

Ph: 410-2000; ext. 6914

### 1. Course description

A study of the theological and literary legacy of the apostle Paul examining the significance of his calling to bring the gospel to the Gentiles, the social setting of the churches to whom he writes, and major aspects of his thought for the life and faith of the church both then and now.

### 2. Course objectives

- a. to understand the relevance of the first-century A.D. Greco-Roman world when studying Paul's epistles.
- b. to appreciate the unique literary worlds of a selection of Paul's letters and how they relate to aspects of the OT story.
- c. to gain a deeper understanding of Pauline theology.
- d. to allow the message of Paul's letters speak to us individually and corporately.

### 3. Course requirements – All written assignments must be submitted by email.

- a. **Reading of Paul's letters:** Students must read all thirteen letters of Paul in the NT. Please submit a statement with your work indicating that you have read all thirteen letters to receive credit.
- b. **Book review:** Write a review of *The Theology of Paul the Apostle* by James D. G. Dunn (2500 words). See the Appendix for instructions on how to write this review.
- c. **“What do you think?” responses [WDYT]:** For each day, except Monday, students need to prepare a response of no more than two pages to an assigned “What do you think?” section. Students need to submit these responses at the end of the class. Each one should take no more than one hour to complete.
- d. **Exegesis paper:** Employing the exegetical methods learned in this class, students will prepare a 4000-word paper on a passage from a letter of Paul of their choosing in consultation with the instructor. A full explanation of guidelines and expectations will be made available during our week together.

#### 4. Evaluation:

- |  |     |
|--|-----|
| a. Reading of Paul's letters                 | 10% |
| b. Book review                               | 25% |
| c. "What do you think?" [WDYT] responses (4) | 20% |
| d. Exegesis paper                            | 45% |

#### 5. Grading:

<u>Letter Grade</u>	<u>Numerical Equivalents</u>
A+	95-100
A	86-94
A-	80-85
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	55-59
D	50-54
F	0-49

#### 6. Textbooks:

- Dunn, James D. G. Dunn. *The Theology of Paul the Apostle*. Grand Rapids: Eerdmans, 1998.
- Marshall, I. Howard and Stephen Travis. *Exploring the New Testament: A Guide to the Letters and Revelation*. Volume 2. Downers Grove, IL: Intervarsity Press, 2002.
- Bible: NRSV or NIV.

#### 7. Important notes

##### a. Format for papers

All papers need to be double-spaced, 12 point font, Times New Roman. Number each page. Indicate word count as well on the title page. No title page needed for the WDYT assignments.

##### b. Extensions and submissions

Extensions are highly unusual occurrences contingent upon equally highly unusual circumstances (being too busy does not count!). A late penalty of 8% per day including week-end days will be enforced for those who fail to submit their book reviews and exegesis papers on time. No extensions are given for WDYT responses. With the exception of WDYT responses, which will be submitted in hardcopy the day they are due, all assignments are to be emailed to the instructor by **29 July 2011**.

##### c. Electronic etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops **must** be used for class-related purposes only. Please do

not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right (**a right which Dr. Snow will exercise**) to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

#### **d. Academic policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

#### **e. Academic integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are advised to retain this syllabus for their records.

### **Appendix: Tips and guidelines for the book review**

1. The purpose of a book review is twofold:

a. to summarize the contents of the book, including a discussion of how the author has organized his/her material. Also, the reviewer needs to indicate the author's purpose for writing and any parameters or limitations of the work.

b. to critically evaluate the book's strengths and weakness. This is the most important part of the review and should be given more attention (approximately two thirds of the review) than the summary. The reviewer seeks to determine how well the author has fulfilled his/her purpose in writing? How has the organization of the book either helped or hindered meeting this purpose? Where are the arguments weak and why, or vice versa, where are they strong and why? If writing for a particular audience, has s/he accomplished this goal, in your opinion?

2. Some helpful questions to ask yourself when writing the review:

- am I aware of author's aims and perspective?
- have I adequately described the content and structure?
- have I focused on significant issues?
- have I critically evaluated the book's strengths?
- have I critically evaluated the book's weaknesses?
- is my review organized clearly?
- are my statements accurate?
- is the review free of spelling and grammatical errors?
- have I left this assignment until the very last minute?