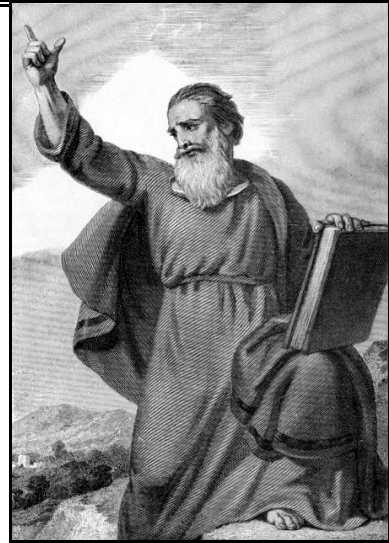


MS 3XP3 / 6XP6 PREACHING PAUL  
NT 3XP3 PREACHING PAUL USING GREEK

Saturdays 9:00 a.m. – 4:00 p.m.  
September 14; October 5; November 2; November 30  
Location: TBA

Instructor: Dr. Michael Knowles  
DC 214  
knowlesm@mcmaster.ca  
(905) 525-9140 ext. 27088



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## Course Description

No follower of Jesus has shaped Christian theology as much as the apostle Paul, who in the course of his correspondence with a series of fledgling first-century congregations delineated the fundamental contours of a Christ-centred world view. Because of his foundational importance and the complexity of his thought, the church in every generation since has continued to debate, interpret, and re-apply Paul's theology for their own day. In keeping with this long tradition, this course will highlight current trends in Pauline interpretation, while focussing on the application of Paul's theology to contemporary Christian discipleship and ministry, with special reference to congregational preaching. Our study will give particular attention to both the content and the method of Paul's apostolic proclamation.

**Specializations** Biblical Studies  
Pastoral Studies  
2<sup>nd</sup> Year Language requirement (Greek)

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## Course Objectives

### *KNOWING*

[Cognitive]

- ▶ To provide an overview of current trends in Pauline interpretation
- ▶ To highlight major themes in Pauline theology
- ▶ To explore the content and method of Paul's preaching
- ▶ To understand and appropriate a Pauline homiletic for preaching today

### *BEING*

[Affective/Experiential]

- ▶ To reflect on spiritual and ministerial identity in relation to the theology, letters, and preaching of Paul

- ▶ To help students identify lines of continuity between the theological contours of Paul’s encounter with Christ and their own discipleship

*DOING*

[Practical]

- ▶ To develop critical skills through peer evaluation.
- ▶ To offer practice in biblical exegesis, and in the composition and delivery of sermons based on the letters of Paul.

## Course Schedule

Saturday, September 14

- 9:00 Introduction and Administrivia
- 10:30 Paul: The Contours of his World
- 1:00 Sample Sermons
- 2:00 Student Sermons

Saturday, October 5

Reading: Wright, *Paul*, 3–79  
*Book Review due*

- 9:00 Preaching Paul: Themes and Theologies I
- 10:30 Preaching Paul: Themes and Theologies II
- 1:00 Sample Sermons
- 2:00 Student Sermons

Saturday, November 2

Reading: Wright, *Paul*, 83–174

- 9:00 Preaching Like Paul I
- 10:30 Preaching Like Paul II
- 1:00 Sample Sermons
- 2:00 Student Sermons

Saturday, November 30

Reading: Knowles, *We Preach Not Ourselves*  
*Final Essay due*

- 9:00 Preaching Paul: Cruciform Spirituality I

10:30 Preaching Paul: Cruciform Spirituality II

1:00 Sample Sermons

2:00 Student Sermons

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## Course Requirements

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### A. Reading

#### 1. Textbooks

Michael P. Knowles. *We Preach Not Ourselves: Paul on Proclamation*. Grand Rapids: Brazos, 2008.

Frank J. Matera. *God's Saving Grace: A Pauline Theology*. Grand Rapids: Eerdmans, 2012.

N. T. Wright. *Paul in Fresh Perspective*. Minneapolis: Fortress, 2005.

All required textbooks for this class are available from the College's book service, R.E.A.D. On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. Other book services may also carry the texts. For advance purchase, you may contact:

R.E.A.D. On Bookstore  
304 The East Mall, Suite 100  
Etobicoke, ON  
M9B 6E2

E-mail: [books@readon.ca](mailto:books@readon.ca)  
<http://www.readon.ca>  
Tel: (416) 620-2934  
FAX: (416) 620-2308

#### 2. Supplementary

Michael J. Gorman. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids: Eerdmans, 2004.

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### B. Assignments

% of Final Grade

In completing course assignments, students are expected to identify and emphasize themes relevant to their chosen specialization, whether Biblical Studies, Pastoral Studies, or completion of the second year Greek language requirement. Students completing the language requirement must include exegesis of original texts both in their sermon presentations and especially in the final essay.

1. Reading

Written assignments submitted for grading must (cumulatively) give evidence of the following minimum number of pages of reading review and research (including but not limited to the course texts and bibliography). Note: the three course texts together constitute approximately 675 pages.

- A. Professional Degree students: 1,000 pages
- B. Research Degree students: 2,500 pages

2. Book Review 20%

Review one major scholarly study that addresses either Pauline theology generally or the theology and conduct of Paul's preaching in particular. What insights does the author offer into Pauline thought and practice, and what are the implications for Christian preaching in our own day? Books selected for review must be a minimum of 200 pages in length. Please consult with the instructor if you wish to review a book that is not on the course bibliography. Research degree students will offer an extended discussion of the work in question in relation to contemporary Pauline studies and/or homiletical theory.

- Length:
- A. Professional Degree students: 1,000 words/4 pages
  - B. Research Degree students: 2,500 words/10 pages

Due: October 5

3. Sermon Preparation 2 X 25 = 50%

Each student will present two different, original sermons (maximum 15 minutes), each based on a Pauline text, for peer evaluation. Preparation of these sermons should give attention to the structure, content, purpose, and method of Paul's preaching, reflecting these elements as appropriate in the sermon itself. Individual sermons will be preached to other members of the class, according to a schedule determined by mutual consent, on all four Saturdays that the course convenes. Sermons for the first course date, September 14, will be arranged by prior consultation.

4. Sermon Evaluation

All students are responsible for evaluating sermons presented in class, using a standard evaluation form and set of criteria.

5. Final Essay 30%

Examine, explore, and explain the implications for Christian teaching and preaching of a specific Pauline letter. What does this letter teach concerning the content, purpose, and method of Christian preaching? At the conclusion of your essay, design a sermon or teaching series consisting of at least four components, explaining how this series makes

use of the insights you have gained from the letter material you have studied. Research degree students will discuss the relevance of their findings for contemporary homiletical theory.

Length:           A. Professional Degree students:   2,500 words/10 pages  
                      B. Research Degree students:       6,500 words/25 pages

Due: November 30

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### C. Attendance

Due to the nature of the class schedule and the fact that students are responsible for evaluating one another's sermons, attendance is required at all four class sessions.

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### Style

All assignments are to be typed in double-spaced format, with footnotes and bibliographic references conforming to the *McMaster Divinity College Style Guidelines for Essays and Theses* (<http://www.mcmasterdivinity.ca/sites/default/files/documents/MDCStyleGuideMarch0413.pdf>). Failure to observe appropriate format will result in grade reductions. See also "CRITERIA FOR GRADING OF WRITTEN ASSIGNMENTS," below. Electronic submission of assignments will not be accepted.

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### Academic Honesty

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty: <http://www.mcmasterdivinity.ca/programs/rules-regulations>

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### Inclusive Language

McMaster Divinity College is committed to employing inclusive language for human beings in worship services, written materials, and all publications. With regard to biblical texts, the integrity of original expressions (including references to God) should be respected; the NRSV and TNIV provide appropriate examples of the use of inclusive language for human subjects.

With the exception of direct quotations from historical documents, inclusive language is to be used in all assignments submitted for academic credit.

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### Cell Phone/Computer Policy

Students should refrain from conducting cell phone conversations while class is in session. If you need to maintain contact with family members and/or your church or ministry, please turn off the ringer so as to avoid disturbing others; upon receipt of an urgent call, you may discretely excuse yourself from the classroom. The same policy applies to sound generated by computers or other electronic systems.

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### Late Submission of Assignments

The penalty for late submission of assignments is 1% per calendar day (without limit). Electronic submission of assignments is not permitted.

*Final date for late submission of course assignments is the last day of classes, December 4  
Assignments received after this date will not be accepted for grading or credit*

### Disclaimer

This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.

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CRITERIA FOR GRADING OF ASSIGNMENTS

Grading of written materials will be based on the following general criteria

Grade Range	Content		Argument		Presentation	
90–100 A+ 85–89 A 80–84 A–	Mastery of subject matter; creativity and individualized integration of insights and their relationships; exceeds required elements		Clear, logical structure; with comprehensive introduction, persuasive argumentation, and innovative conclusions		Detailed adherence to relevant style for formatting of text, notes, and bibliography; no errors of grammar or syntax; elegant presentation	
77–79 B+ 73–76 B 70–72 B–	Average to above-average grasp of relevant concepts; completion of all required elements		Coherent structure and consistent argumentation; well-stated introduction and conclusion		General adherence to relevant style and format; few errors of grammar or syntax	
67–69 C+ 63–66 C 60–62 C–	Basic understanding of theoretical foundations; minimal completion of required elements		Rudimentary structure; minimal or incomplete introductory and concluding statements		Significant errors of grammar, syntax, or style	
57–59 D+ 53–56 D 50–52 D–	Low level of comprehension; required elements incomplete or missing		Lack of coherence or structure in argumentation; no introduction or conclusion		Abundant grammatical, syntactical, and stylistic errors	
0–49% F	Inability to grasp basic concepts; required elements missing		Incomprehensible or illogical structure and argumentation		Failure to follow stylistic guidelines; incomprehensible syntax	
Comments						

## Basic Guidelines for Composing a Book Review

### 1. Publication Data

- a. Provide essential bibliographical data, in the proper format.

### 2. Description

- a. Who is the author, and what is his/her expertise or qualification for writing?
- b. What main points does the author make? Is there a key passage or statement?
- c. How does each part relate to what precedes and follows?
- d. For what audience is this argument/discussion intended?

### 3. Evaluation

- a. Is the author's thesis cogent and convincing?
- b. Are there unstated assumptions or gaps in logic? Does the author offer novel insights and perspectives? An innovative synthesis of current knowledge?
- c. Who are the author's main discussion partners? Who does the author cite for support, or argue against, and why?

### 4. Application

- a. How do the author's insights apply to your own field of endeavour or research?
- b. What are the implications of this study for the life and ministry of the church?
- c. To whom would you recommend this book (or not)?

SUMMARIZE

ASSESS

ENGAGE

"what?"

"so what?"

"now what?"



	<i>September 14</i>	<i>October 5</i>	<i>November 2</i>	<i>November 30</i>
9:00 – 10:30	Administrivia and Introductions	Preaching Paul: Themes and Theologies I	Preaching Like Paul I	Cruciform Spirituality I
10:45 – 12:00	Paul: The Contours of His World	Preaching Paul: Themes and Theologies II	Preaching Like Paul II	Cruciform Spirituality II
12:00 – 1:00	Lunch	Lunch	Lunch	Lunch
1:00 – 2:00	Sample Sermons	Sample Sermons	Sample Sermons	Sample Sermons
2:00 – 4:00	Student Sermons	Student Sermons	Student Sermons	Student Sermons

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SERMON EVALUATION FORM

Date:

Start time:

End time:

Preacher:

Evaluator:

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**Text:**

.....  
**Thesis:** The main point this sermon makes is...

.....  
**Purpose:** As a result of this sermon, the hearers should...

.....  
**Outline:** What are the main points of this sermon? (List on reverse side)

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**Structure:** Was the sermon clearly structured and developed? Easy to follow?

1      2      3      4      5      6      7      8      9      10 \_\_\_\_\_

.....  
**Exegesis:** How clearly did the sermon interpret and explain the Pauline text?

3      6      9      12      15      18      21      24      27      30 \_\_\_\_\_

.....  
**Method:** How effectively did the sermon reflect Paul's method of preaching?

1      2      3      4      5      6      7      8      9      10 \_\_\_\_\_

.....  
**Contextualization:** How well did the sermon relate to contemporary culture/the audience?

1      2      3      4      5      6      7      8      9      10 \_\_\_\_\_

.....  
**Illustration:** How appropriate/effective were the illustrations in relation to the text and theme?

1      2      3      4      5      6      7      8      9      10 \_\_\_\_\_

.....  
**Application:** How concrete, specific, and relevant to this audience was the application?

2      4      6      8      10      12      14      16      18      20 \_\_\_\_\_

.....  
**Summary:** In general, how effective was the sermon in accomplishing its intended purpose?

1      2      3      4      5      6      7      8      9      10 \_\_\_\_\_

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Additional comments and observations:

TOTAL \_\_\_\_\_

100