
MCMaster DIVINITY COLLEGE
WINTER SEMESTER, 2021

PREACHING PAUL

MS 3XQ3 (MDiv/MTS)

MS 5XQ5 (DPT)

MS 6XQ6 (MA/PhD)

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Online January 4 – February 19; March 15 – April 11

On-site Wednesday, March 10 (1:30 – 5:30 p.m.)

Thursday, March 11 (9:00 a.m. – 5:30 p.m.)



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 worldview. 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: Church & Culture
Christian Worldview
Pastoral Studies

Doctor of Practical Theology students who wish to apply for this course as an Advanced Elective must consult with the instructor in order to develop an approach that fulfills the specific requirements of the DPT programme. Once the elements of the course have been agreed upon, a formal application must be submitted to the Registrar for inclusion of the Advanced Elective in the student's course of study.

Course Objectives

Knowing

- ▶ To provide a brief and non-technical overview of recent 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

- ▶ 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

- ▶ 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.
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Course Requirements and Outline

A. Texts

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 are available from MDC's book service, READ On Books, located in the Hurlburt Family Bookstore at McMaster Divinity College, located in Cullen Hall. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3. Orders can be placed by phone (416 620.2934), text (416 668.3434), or email (books@readon.ca), with payment by e-transfer, credit card, or cheque; shipping is free for students. Other book services may also carry the texts.

March 19	Module 9: Preaching Like Paul (I): The “Word of the Cross” Reading: Matera, <i>God’s Saving Grace</i> , 126–247
March 26	Module 10: Preaching Like Paul (II): The Cruciform Preacher Reading: Knowles, <i>We Preach Not Ourselves</i> , 10–146
April 1	Module 11: Preaching Like Paul (III): Ministry in the Power of the Spirit Reading: Knowles, <i>We Preach Not Ourselves</i> , 147–263 Final Essay due
April 9	Module 12: Grace and Christian Proclamation

D. Assignments

Written assignments are due at noon on the due date, and are to be submitted via the Avenue to Learn course website. In order to avoid late penalties, students are responsible for ensuring that the upload of their document has been successful. For each assignment, Professional Degree students are expected to identify and emphasize themes relevant to their chosen specialization, whether Church & Culture, Christian Worldview, or Pastoral Studies. Auditors will be required to present sermons, but are exempt from reading requirements and written work.

1. Attendance and Sermon Evaluation

Students are responsible for evaluating sermons presented in class, using a standard evaluation form and set of criteria (included below). For this reason, class members agree by enrolling in this course to attend all in-person class sessions as a requirement for academic credit. Students unable to attend in full may choose to enroll as auditors.

2. Reading

Written assignments submitted for grading (that is, the book or literature review and final essay) should provide evidence of the following minimum number of pages of reading (including but not limited to the course texts and bibliography). On the bibliography for the assignment in question, please indicate the number of pages read. The three course texts together constitute approximately 675 pages.

- a. MDiv/MTS 1,500 pages
- b. DPT 4,000 pages
- c. MA/PhD 6,000 pages

3. Book/Literature Review

- a. MDiv/MTS 1,500 words 20% Due: January 29

Review a major scholarly study (not one of the course texts) that addresses an aspect of Pauline exegesis and/or theology, or the theology and conduct of Paul's preaching. What insights does the author offer into Pauline thought and practice, and what are the implications for Christian preaching today? 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 included on the course bibliography.

- b. DPT Annotated Bibliography 2,000 words 20% Due: January 29
 Literature Review 3,000 words 20% Due: February 19

First, develop an annotated bibliography of 15–20 resources (4,000 pages) on Pauline preaching, with annotations of 100–150 words for each entry. The book list can include the required and supplementary course texts. Second, discuss key insights from this material in relation to the theology and practice of preaching from the letters of Paul, making reference where appropriate to your own research interests.

- c. MA/PhD Annotated Bibliography 2,000 words 20% Due: January 26
 Literature Review 4,000 words 20% Due: February 19

As with the instructions for DPT students, develop an annotated bibliography of 15–20 resources (4,000 pages) on Pauline preaching. Then, discuss the reading material in relation to contemporary homiletical theory, on the one hand, and current developments in Pauline studies, on the other.

4. Sermon Presentation Dates: March 10, 11

- a. MDiv/MTS 2 × 20 = 40%
- b. DPT 2 × 10 = 20%
- c. MA/PhD 2 × 10 = 20%

Students in all programmes will present two original sermons (max. 15 minutes), each based on a Pauline text or texts, for peer evaluation, according to a schedule determined by mutual consent. Students are asked to select a different approach for each of their sermons. Amongst possible alternatives are the following:

- ▶ Pauline literature as a source of Christian doctrine
- ▶ Paul as a guide to Christian identity and the life of faith
- ▶ Paul as a model for preaching or pastoral leadership
- ▶ Interpreting Paul for ethics, lifestyle, and social justice
- ▶ Paul's use of Hebrew Scripture
- ▶ The history of Pauline interpretation

5. Final Essay

Due: April 1

a. MDiv/MTS 2,500 words 40%

Explore and explain the implications for Christian teaching and preaching of a particular Pauline letter. Beyond presenting the *content* of the Christian message and its implications for faith and life, what does this letter reveal about the *manner* or *method* by which Paul teaches and preaches the gospel? In what way can reading Paul make us better preachers? At the conclusion of your essay, briefly outline a sermon or teaching series consisting of at least four sessions, making use of the insights you have gained from the letter in question. Do not, however, include the sermons or lessons themselves.

b. DPT 6,000 words 40%

DPT students will situate their study of a Pauline letter in relation to practice-led research and the requirements of ministry in a contemporary context, articulate a clear theological foundation for preaching on the basis of the letter in question, and offer proposals for renewal or revision of ministerial practice within their own ministry context.

c. MA/PhD 7,500 words 40%

MA/PhD students will offer a clear explanation of their methodological approach to Pauline interpretation, offer a detailed analysis of the selected letter(s), and discuss the relevance of their findings to contemporary discussion of Pauline theology generally and homiletical theory in particular.

Grading Summary			
MDiv/MTS	Length	Percentage	Due
Book Review	1,500 words	20%	Jan 29
Sermon (I)	15 minutes	20%	March 10
Sermon (II)	15 minutes	20%	March 11
Final Essay	2,500 words	40%	Apr 1
DPT	Length	Percentage	Due
Annotated Bibliography	2,000 words	20%	Jan 29
Literature Review	3,000 words	20%	Feb 19
Sermon (I)	15 minutes	10%	March 10
Sermon (II)	15 minutes	10%	March 11
Final Essay	6,000 words	40%	Apr 1
MA/PhD	Length	Percentage	Due
Annotated Bibliography	2,000 words	20%	Jan 29
Literature Review	4,000 words	20%	Feb 19
Sermon (I)	15 minutes	10%	March 10
Sermon (II)	15 minutes	10%	March 11
Final Essay	7,500 words	40%	Apr 1

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>

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. Inclusive language is to be used in all MDC assignments.

Style

Stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses: <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide>. To assist with composition and completion of assignments, students are encouraged to make use of [grammarly.com](https://www.grammarly.com) (<https://www.grammarly.com>), along with the academic support services provided by McMaster's Student Success Centre (<https://studentsuccess.mcmaster.ca/academic-support>). Failure to observe appropriate form will result in grade reductions. See also "CRITERIA FOR GRADING OF WRITTEN ASSIGNMENTS," below. All course assignments are to be submitted to the appropriate section of course page on the Avenue to Learn website.

Cell Phone/Computer Policy

Students must refrain from conducting cell phone conversations while the class is in session. Should 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 all computer-generated sound schemes, pagers, or other electronic annunciation systems.

Deadlines and Late Submission Penalty

Assignments are to be submitted to the Avenue to Learn website by noon on the due date, after which they will be considered late and penalized 1% per calendar day.

*The final date for late submission of course assignments is April 9, 2021
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.

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

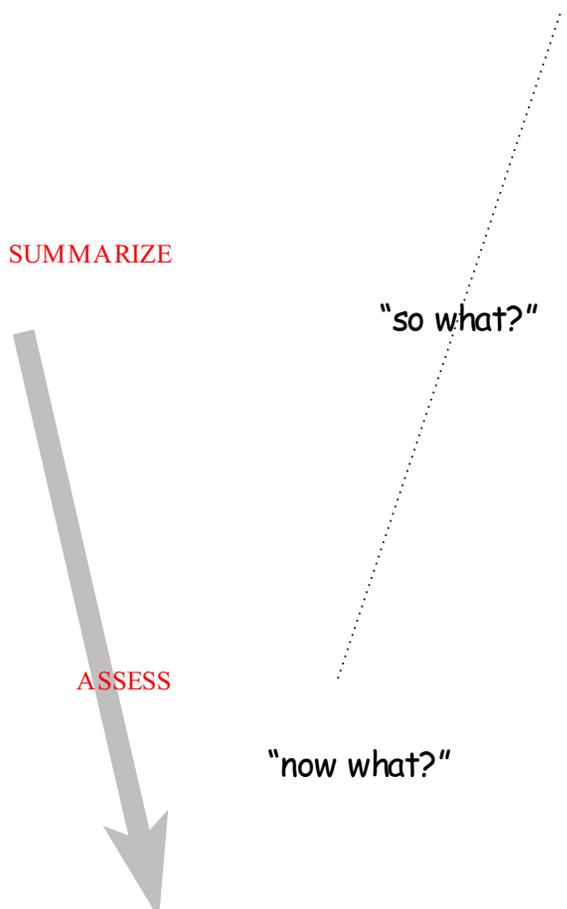
ASSESS

ENGAGE

"what?"

"so what?"

"now what?"



SERMON EVALUATION FORM

Date:

Start time:

End time:

Preacher:

Evaluator:

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)

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_____

Additional comments and observations:

TOTAL _____

100