

Course Prospectus

For THL 413 Epistles of Paul II

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Overview

Welcome to the “Epistles of Paul”. Those who elect to walk the seldom traveled path of the Christianity of Jesus of Nazareth and the apostles Peter, Paul, John, and James, seek to follow in Jesus’ footsteps. The Apostle Paul said to follow him as he followed Christ and to emulate his example of obedience to God. To do so requires an understanding of apostolic teachings and the will to live by the apostles’ doctrine.

Our collective task is the examination of the history, traditions, and myths surrounding the early church to arrive at a fuller understanding of the period and “for the faith which was once for all delivered to the saints” (Jude 1:3). This course focuses on the teachings, message, background, purposes, and themes of the Captivity Epistles, Hebrews and the Pastoral Epistles with special emphasis on the understanding of core doctrines. Students encounter leading issues and engage in assigned readings, conceptualization activities, and vocabulary building.

Course description

This is the second course focusing on the Apostle Paul’s life and writings. Emphasis is on the final five of his letters to the seven churches (Ephesians, Philippians, Colossians and 1 & 2 Thessalonians), his letter to the church at-large (Hebrews) and his letters addressed to individuals (1 & 2 Timothy, Titus and Philemon). Stress is upon the use of critical, historical, archeological, and cultural analysis. Upon completion, students should be able to use analysis tools to read, understand, and explain these biblical writings.

Prerequisites and corequisites

Prerequisites: THL 136 or consent of instructor.

Corequisites: None.

Course credit

Three (3) semester hours.

Instructional Objectives

On completion of this course, a student should be able to:



The Apostle Paul encouraged the people of God to follow him as he followed Christ (I Cor. 11:1). With those words, Paul sets himself up as a role model, an example of the life of the Son of God in his life. We know Paul was not Christ and yet he said, “follow me”. What made him so sure of his claim of intimacy with the Father and that we must make the same claim? In the Pauline epistles we can learn more deeply what our Christian life is to be.

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1. Demonstrate knowledge of the author, background, theme and content of each book;
2. Discuss important concepts contained in each book that relate to understanding the history and development of the New Testament Church and its doctrines;
3. Identify and discuss key points of books that are subject to criticism;
4. State and demonstrate the Apostle Paul's teaching on various doctrines and themes throughout all of his epistles and in particular his views on Christian living; and
5. State the definition of basic terms.

Your Instructor

The instructor of record for this course is Kenneth L. Frank, Jr. To contact him on course details and issues please use the email feature in the e-learning system (Populi) or kfrank@livinguniv.com. His telephone number is 704-708-2296.



Kenneth L. Frank, Jr. was born and raised in New Jersey, USA where he attended Monmouth College (now Monmouth University) for one year majoring in history and government. Following that, he attended the three campuses of Ambassador College in Big Sandy, Texas, USA; Bricket Wood, England; and Pasadena, California, USA. In the summer of 1971, he participated in an archaeological project jointly sponsored by Ambassador College and Hebrew University in Jerusalem. Upon graduation from Ambassador College with a Bachelor of Arts in Theology, he trained for the ministry in Canada and was ordained an elder in 1975. He pastored Canadian congregations in Manitoba, Saskatchewan and Ontario for twenty-six years before returning to the United States where he served as a Living Church of God pastor. He is married, father of four children (one of whom is an LU faculty member) and grandfather of seven. In 2014, he earned a Master of Arts degree in Christian Studies with an Emphasis in Pastoral Ministry at Grand Canyon University. Presently, he serves at the Living University campus on the theology faculty, and as Registrar and Director of Admissions.

Course Protocols

Technology access

This course requires web access. You also have to have an established email account. The Adobe Acrobat Reader is necessary to view documents that are PDF files. If you do not already have it, you may download the free Adobe Acrobat reader at <http://www.adobe.com/products/acrobat/readstep2.html> , which you may then install and use to access PDF documents on the course website.

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please inform your instructor by email (on the course Info webpage, click on the instructor's name and then select "Send Email").

Attendance in this course

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary for students to derive maximum benefit from a course and to maintain a satisfactory academic record, whether in an online course or in an on-campus course. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time as we want you to succeed. Remember Ecclesiastes 9:10: “Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go.”

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before “Last day to withdraw from a course” as set forth in the University Academic Calendar, will receive a grade of “W” for it. After that date, the grade will be a “WF” and counted in a student’s GPA. Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student’s class attendance or punctuality endangers the student’s success or places other students at risk.

Withdrawing from or dropping this course

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course. A student who finds it necessary to drop a course after the Late Registration (Drop/Add) Period must notify the Registrar’s Office in writing. Please note the following:

- If a student drops a course on or before the “Last day to withdraw from a course without a grade penalty” as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a “W” is recorded.
- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of “W” if passing (not computed in GPA) or “WF” if failing (computed in GPA).
- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”
- Students who completely withdraw from the University at any time during the semester may be given a grade of “W” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of “W” for the course.

Textbooks

Students may order their books through the University Bookstore which is located on our main website. Living University is a participant in the Amazon Services LLC Associates Program. Be aware that the books used or referred to in this course are commercial publications. They represent the views and ideas of their authors, editors, and publishers. Living University does not endorse these texts nor vouch for their accuracy. We simply employ them in helping you master the content of the course.

Required Textbooks

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Elwell, Walter A., and Robert W. Yarbrough. *Encountering the New Testament: A Historical and Theological Survey*. 3rd ed. Grand Rapids: Baker Academic, 2013.

Elwell, Walter A., and Robert W. Yarbrough. *Readings from the First-Century World: Primary Sources for New Testament Study*. Grand Rapids, MI: Baker Academic, 1998.

The Bible - preferably a New King James version (also consult other translations)

White, Jefferson. *Evidence and Paul's Journeys: An Historical Investigation into the Travels of the Apostle Paul*. Hilliard, OH: Pasagard Press, 2001.

Recommended Books

McRay, John. *Archaeology and the New Testament*. Grand Rapids: Baker Academic, 1991.

Ramsay, William M. *St. Paul The Traveler and Roman Citizen*. Ed. Mark Wilson. Rev Upd ed. Grand Rapids, MI: Kregel Publications, 2001.

Wenham, G.J., D.A. Carson, J. A. Motyer, and R. T. France. *New Bible Commentary: 21st Century Edition*. Downers Grove: IVP Academic, 1994.

Course Requirements

Due dates and extensions

Submit assignments on or before the date due. Students must complete the course by the last official day of instruction as set forth in the academic calendar. No late or make-up assignments will be allowed except for extreme circumstances; permission of instructor is necessary.

Icebreaker assignment

Students must complete an Icebreaker assignment. For full credit you will need to post at least three comments consisting of your short autobiography and two comments on the autobiographies of other students. The icebreaker assignment is due by the eighth day of the semester. The purposes of this icebreaker assignment are for you to introduce yourself to your classmates, to verify your enrollment in this course, and to promote student interaction. Simply tell the class about yourself and your goals. This is not the place for a profession of faith, or the details of your conversion experience, or problems you have had with previous fellowships, as that information is more of a private nature. Here you inform your classmates what you would like them to know about you. As we have people from all over the world enrolled in this course each autobiography will help us know, understand and appreciate each other. This assignment is worth **30 points**.

Reading assignments

Finalized reading assignments are located on the lessons pages at the course website.

Discussion forums

Students will also be expected to take part in lesson discussion forums. Each lesson will have a discussion thread on a topic or news item related to the material for that lesson. Each discussion thread will be worth **5 points**.

Writing assignments

Any writing assignments in this course should follow the MLA style (8th edition). Instructions for this style will be provided. Please cite your sources and use quotation marks where needed. Each lesson on a book by the Apostle Paul will involve outlining each book chapter. There is also one Exegesis and one Word Study as well as a Final Essay due in this course. The Files feature on an Assignment Submission page lets you submit your work so your instructor can have it handy for download, review, and grading. To turn in writing assignments, click on the Assignments tab and then click on the assignment you want to turn in. On the Assignment Submission page, use the File feature located below the textbox to upload your WORD document. **DO NOT PLACE YOUR ASSIGNMENT IN THE TEXTBOX**, as this box is meant for student/instructor communication purposes only. **Always keep a copy of your work for this course.**

Quizzes and examinations

Lessons 1-10 each have an associated online quiz of 20 questions each. They are closed book quizzes and there is a one-hour time limit. A quiz should help you master the material in the lesson. It also provides you with practice in test taking. The **three exams** discussed below draw heavily but not exclusively from the quizzes. Therefore, it is important for you to understand and commit the quiz material to memory.

Exams are closed book tests to be taken online, and you have only one opportunity to them; they must be completed in one hour. As Living University students do not cheat, steal or lie, we rely on our students' integrity during these examinations. Only the last exam must be proctored. A proctored exam is one that is overseen by an impartial individual (called a proctor) who monitors or supervises a student while he or she is taking an exam. The proctor ensures the security and integrity of the exam process. The proctoring process helps assure that the student who takes a proctored examination in a course is the same person who enrolled in the course and that examination results reflect the student's own knowledge and competence. In order for a proctored exam grade to be recorded, a signed Proctor's Signature Form must be sent to LU.

Course evaluation

We welcome your input for improving this course. Making suggestions to us by email is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course you will have the opportunity of assessing the course. We want to make distance learning courses as effective as we can. We may also ask some other questions concerning your experience in distance learning to help us improve our program. We appreciate your letting us know how we can improve our products and services for you and other distance learners. This assignment is worth **30 points**.

Grading

Your course grade will be determined based on the number of points you have earned over the semester as follows:

- Icebreaker Assignment (30 points)
- Discussion Forums (10 worth 5 points each, totaling 50 points)
- Exegesis (100 points)
- Word Study (65 points)
- Quizzes (10 worth 30 points each, totaling 300 points)

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Topical Outlines (9 worth 10 points each, totaling 90 points)

Exams (3 worth 100 points each, totaling 300 points; all three are online, closed book and closed notes, but only the **third one is to be proctored**)

“What I Learned” Essay (35 points)

Course Evaluation (30 points)

Total 1,000 points

Grades are assigned in the traditional American style of an A, B, C, D, or F. In distance learning we believe that mastery of the subject matter is achieved when a student can demonstrate that they have achieved 80% of the objectives for a course. That means that we want you to earn at least 800 points in this course. If you do not do so then you have not developed the mastery we would like you to have. We want this course to be competency-based and so it is possible for the entire class to receive an A or a B. There is no artificial curving of scores in the assignment of grades. Also, don't go on a guilt trip if you get a C. That is an honorable grade, but if you receive a D or below, then you might want to retake the course. Mastery of the material is what your goal should be.

Grades are assigned by points as follows:

A 900-1000 points

B 800-899 points

C 700-799 points

D 600-699 points

F Below 600 points

Academic Irregularity

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating but also includes plagiarism (taking another's ideas and/or words and presenting them as if they were the writer's own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned. In cases of suspected academic irregularity, faculty members may refuse to grade such papers or examinations, completely or in part, and to record each of them as a failure. If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:

1. Drop the student from the course with a grade of f;
2. Place the student on academic probation; and/or
3. Dismiss the student from the University

Course Outline

All reading and viewing assignments are set forth in the lessons on the course website.

Lesson Schedule

Lesson 1 Introduction

Topic 1 Introduction

Topic 2 What is Exegesis?

Topic 3 What is a Word Study? Topic 4 What is Proof and Evidence?
Lesson 2 Ephesians Topic 1 Background Topic 2 Epistle to the Ephesians
Lesson 3 Philippians Topic 1 Background Topic 2 Epistle to the Philippians
Exam 1 (Lessons 1-3)
Lesson 4 Colossians Topic 1 Background Topic 2 The Colossian Heresy Topic 3 Epistle to the Colossians
Lesson 5 I & II Thesalonians Topic 1 Background Topic 2 The Rapture Topic 3 First Epistle to the Thesalonians Topic 4 Second Epistle to the Thesalonians
Lesson 6 Hebrews Topic 1 Background Topic 2 Epistle to the Hebrews
Exam 2 (Lessons 4-6)
Lesson 7 I Timothy Topic 1 Background Topic 2 Epistle of First Timothy Topic 3 The Western View of Paul
Lesson 8 II Timothy Topic 1 Background Topic 2 Epistle of Second Timothy
Lesson 9 Titus Topic 1 Background Topic 2 Epistle to Titus
Lesson 10 Philemon Topic 1 Background Topic 2 Epistle to Philemon
Exam 3 (Lessons 7-10) [proctored]