INSTRUCTOR: Tony Cleaver, D. Min.

STUDENT ACCESS TO INSTRUCTOR: The instructor invites and encourages students to visit with him regarding their academic assignments or other life issues during the course. If some academic modification, instructional procedure adjustment, or course material alteration is needed for your success, please inform the instructor of the process required. The instructor’s hours are flexible to meet your scheduling requirements or individual needs.

- Primary contact with the instructor will be accomplished via Moodle messages. Here’s how: Click the participants section of the course; choose the instructor’s name; scroll to the end of the biographical information; choose the tab of messages; type your message; click send message. The instructor will respond to your messages via Moodle.

- Secondary contact (only as a backup to primary contact) with the instructor is through email: tcleaver@bmats.net

- If you believe you need emergency contact, the instructor’s phone number is 903/258-1523. The instructor contact time is Monday through Friday 7 A. M. to 7 P. M. Central Time. The instructor will not answer blocked call numbers, and cannot respond to a blocked number if you leave a message. (There is a 25 point bonus if you make telephone contact with the instructor within the first week of class.)

DELIVERY AND TERMS: This is NOT a self-paced course. The instructor has assigned deadlines for specific assignments as shown in the assignment schedule. The class begins on 30 JAN 12 and ends on 16 MAY 12.

TEXTBOOKS: (Two textbooks required)
The Holy Bible - Student selected English translation
Supplemental atlas suggested (not required):

COURSE DESCRIPTION: NT 223c. Life of Paul - This course is designed to enlighten the student in Pauline chronology and to survey pertinent historical incidents which affected or coincided with his ministry. Special emphasis is given to the environmental background of early Christianity as recorded in the Acts of the Apostles.
**COURSE GOALS:** A survey of the life of Paul and his writings with emphasis placed upon the contemporary applications to personal Christian life choices and global issues.

**Overarching Course Goals**
- The student will think critically to analyze, synthesize, and evaluate course information to make application to personal lifestyle, ethical, and professional choices.
- The student will put into practice effective communication through specified applications of speaking, writing, and reading in the course process.
- The student will demonstrate fluency in using information technology for the class assignments.
- The student will recognize and show an understanding of the influence of the cultures and arts of the civilizations involved in the Biblical studies and its personal, institutional, and global 21st Century applications.
- The student will learn to demonstrate servant leadership in her/his community.
- The student will demonstrate progression in a commitment to life-long learning.

**COURSE PHILOSOPHY:** The instructor’s philosophy for this course is that it will enable the student to: 1) make a personal commitment to Jesus as Savior and Lord; 2) expand life commitment in servant leadership to Christ and His Church; 3) make behavioral changes in Christian applications to 21st century personal, family, community, and global issues; 4) endorse life long Christian learning for her/his vocation; 5) broaden personal Biblical literacy.

### COURSE OBJECTIVES/CONTENT

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TEXT MATERIAL</th>
<th>BIBLE READINGS</th>
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<tbody>
<tr>
<td><strong>PART ONE</strong></td>
<td>The student will read all assigned text materials.</td>
<td>Early Paul, 1st, 2nd, and 3rd Journeys, Acts Accounts</td>
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<td></td>
<td><strong>Text Chapters 1 through 8.</strong></td>
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</table>

After completion of this section the student will be able to:
- Write a brief sketch of the early life of Paul
- Distinguish overarching themes concerning Paul’s writings
- Identify the major cities of Paul’s journeys
- Summarize a chronology of Paul’s journeys
- Apply the key messages of the journeys to 21st Century life
- Identify significant characters/events of Paul’s journeys

<table>
<thead>
<tr>
<th><strong>PART TWO</strong></th>
<th>Text Chapters 9 through 12</th>
<th>Acts Accounts, Galatians, 1st and 2nd Thessalonians</th>
</tr>
</thead>
</table>

After completion of this section the student will be able to:
- Explain some of the structure of Paul’s writings
Discuss the pro/con authorship of the Pauline literature
Summarize main themes of Galatians
Outline 1st and 2nd Thessalonians
Recount Paul’s view of the heavens, universe
Compare and contrast 1st and 2nd Thessalonians
Compare and contrast the concept of sin in the Old and New Testament
Differentiate between the major atonement theories

PART THREE
Text Chapters 13 through 15
Acts Accounts Romans, 1st and 2nd Corinthians

After completion of this section the student will be able to:
- Compare and contrast 1st and 2nd Corinthians
- Distinguish the main themes and divisions of Romans
- Explain Paul’s view of cosmic powers in Ephesians
- Express the main concept of faith in Christ
- Compare and contrast law in the Old and New Testament
- Relate how Colossians and Philippians are used today in 21st century church

PART FOUR
Text Chapters 16 through 18
Acts Accounts, Prison Letters, Pastoral Letters

After completion of this section the student will be able to:
- Asses the composition, organization, and structure of Paul’s churches
- Evaluate the meanings for the word “pastor”
- Characterize a pastor and his work based on the Pastoral Epistles
- Relate common Lord’s Supper/Communion themes
- Describe how Philemon speaks to the “nobodies-underclass” of today
- Reconstruct major second coming themes from Paul
- Analyze a possible sequence of eschatological events
- Compare and contrast Eph 5.22-6.9 with Col 3. 18-25
- Explain Philippians 2.5-11
NOTE

The following is a suggested timeline: (We will attempt to study the Pauline Letters in the order of their writing not necessarily the order given in your English Bible.)

- 1st Journey (or earlier): Galatians
- 2nd Journey: 1st and 2nd Thessalonians
- 3rd Journey (Capital Letters): 1st and 2nd Corinthians, Romans
- Roman imprisonment (Prison Letters): Ephesians, Colossians, Philippians, Philemon
- Later (Pastoral Letters): 1st Timothy, Titus, 2nd Timothy

CIVILITY: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Some student interactions will involve opinion which is neither right/wrong nor good/evil. My family values may be more/less socially open/closed than yours; my early life experiences may be different from yours; my denominational traditions may be distinct from yours; my journey in life may have taken a divergent path from yours. Be considerate in all responses to show discretion, regard, and courtesy.

ASSIGNMENTS DUE: All assignments will be turned in to the instructor on the date due. You may turn your completed work in earlier than the due date. Unusual circumstances happen to all of us. Contact the instructor if there is an extreme, extraordinary emergency in your life. If the student and instructor agree there is an extreme, extraordinary circumstance, the work will be turned in no later than one class week from due date. Moodle has a time sensitive setting that will not allow work to be turned in after the deadlines on the date specified.

LACK OF ENGAGEMENT: Online courses are designed for the student to participate promptly and become fully engaged in the coursework to ensure successful completion of the course. This includes completion of all assignments in a timely manner. The instructor will follow the current Baptist Missionary Association Theological Seminary Student Handbook (page 3) process of assigning the grade of “F” if the student fails to participate or engage in the course.

INSTRUCTOR DISCRETION: The instructor reserves the right of final decision in course requirements and grade.

COURSE EVALUATION FOR STUDENT GRADE:

SEMMER GRADE COMPUTATION

There are five parts to student grade in this course:

- Forum (8 opportunities) 200 points 20%
- Report (1 report) 100 points 10%
- Special Project (1 presentation) 100 points 10%
- Quizzes (4 quizzes) 200 points 20%
- Assessments (4 assessments) 400 points 40%
- Totals 1000 points 100%
There will be two bonus point/extra credit opportunities during the course (25 points each).

One bonus opportunity for telephone conversation with instructor first week of class (25 points)

Please note for all the following assignments: Moodle will not allow you to submit work after the deadline date.

A. FORUM: (8 discussions @25 points each) The student will have option to respond to discussion opportunities as stated on the course site. Discussion opportunities are to be returned via Moodle.

   The student must:
   - have her/his name on all discussion threads.
   - post her/his reply plus a response to another student for full credit.
   - have at least 30 words in each post.
   - formulate complete sentences using good English.
   - be attentive of civility in responses.

B. REPORT: (10% of course grade/100 points) The student will write a five page report during the semester. Reports may not exceed eight pages in length. The report will be double spaced with the student name, page number, and course identification. The report is due at the specified time as stated in the syllabus and will be returned via Moodle.

REPORT GUIDELINES

   - This is a report, not a research paper, and not a sermon. The report will have at least three reference sources: one from a book, one from a journal, a newspaper, or a magazine, and one from a web source.
   - Student will determine the topic for each report. Student will confer with the instructor to receive topic approval before proceeding with her/his work. Student will review a draft with the instructor.
   - The student is strongly encouraged to read and follow the guidelines in the course resources topic found at the bottom of the Moodle sections: NOTES TO BMATS STUDENTS REGARDING WRITING THE REPORT. Scoring for the paper will be based on standards in that section shown in the rubric below:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Possible points</th>
<th>Achieved points</th>
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</thead>
<tbody>
<tr>
<td>Initial approval of topic with instructor</td>
<td>10</td>
<td></td>
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<tr>
<td>Review of draft with instructor</td>
<td>10</td>
<td></td>
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<tr>
<td>Use of Turabian standards</td>
<td>10</td>
<td></td>
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<tr>
<td>Follow guideline process</td>
<td>10</td>
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</tbody>
</table>
C. SPECIAL PRESENTATION: (10% of course grade/100 points) The student will select a topic, character, book, passage, or any other issue that is relevant to historical or modern application of the entire life of Paul and his teachings. The student will prepare a Power Point regarding this topic, problem, character, passage, or theme. The presentation can be argumentative for a certain point of view, summarizing a theme, retelling a story, or interpreting the event, character, Scripture portion, or premise. The Power Point will be no less than 15 slides or more than 20 slides. The rubric below delineates grading for the presentation. Early instructor contact is highly recommended. The presentation is due at the time stated in the syllabus.

Alternative special project presentation modalities:

- The student may elect to prepare a movie instead of a Power Point. The movie will be at least five but not longer than seven minutes in length, and viewable on Microsoft Windows Movie Maker 2.6. This is available for free download from Microsoft. See the entry in SELECTED STUDENT RESOURCES FOR THIS COURSE on the course site. (No exotic/exclusive movie/film software to be used for this process.) Early instructor contact is highly recommended. The presentation is due at the time stated in the syllabus.

| Required length as stated in syllabus | 10 |
| Written in student language | 10 |
| Clear and appropriate beginning, development, and conclusion | 10 |
| In-depth coverage of the topic | 10 |
| Word selection, use, sentence and paragraph structure, spelling, punctuation, and capitalization. | 10 |
| Report presents Biblical application for 21st Century audience | 10 |
| Totals | 100 |

100-POINT SPECIAL PRESENTATION EVALUATION

The following is the rubric for evaluating the Special Presentation:

<table>
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<tr>
<th>Instructor contact—25 points</th>
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<tbody>
<tr>
<td>Requirement</td>
</tr>
<tr>
<td>Initial instructor contact for approval of topic, text, story, issue and process</td>
</tr>
</tbody>
</table>
The student may elect to prepare a Prezi instead of a Power Point. The Prezi will be no less than 15 scenes or more than 20 scenes. Prezi is available for free download for educational purposes. See the entry in SELECTED STUDENT RESOURCES FOR THIS COURSE on the course site. The rubric below delineates grading for the presentation. Early instructor contact is highly recommended. The presentation is due at the time stated in the syllabus.

**Use care in sending presentation:**

- If you choose a Power Point, browse for your Power Point file to download; select it; send it to the instructor.
- If you choose a Prezi, note the Prezi privacy statement: “Private prezis can be accessed only by the owner, coeditors and invited viewers.” Be certain to download the correct web address for the instructor to view with invitation to access.
- If you choose a film, download the same as a Power Point. Moodle is limited on download size. You may want to place on YouTube and give the instructor the site.
D. QUIZZES: (four quizzes @50 points each; 20% of course grade/200 points)
There will be four quizzes covering each of the four sections of the course. These will cover primary information from the Scripture/textbook portions of the units covered. These quizzes are the key review for the sections before the assessments. These quizzes will be scored on a 50 point basis.

E. ASSESSING YOUR KNOWLEDGE: (four assessments @100 points each; 40% of course grade/400 points) There will be four major assessments to accompany the units of the course. These assessments will cover information in the reading assignments, class notes, and textbook resources. The assessments will be scored on a 100-point basis. If the assessment is a discussion, each response will be a minimum of one written page, no longer than three pages. These assessments will take substantial time to complete. Students must initiate their responses in a timely manner in order to complete the assessments.

The four quizzes and four assessments will be returned via Moodle at the specified times. Student will ensure the assessments are double spaced with the student name, page number, and course identification. Obviously the student will have use of their textbook, Bible, or other notes while taking the quizzes and assessments.

Dates for the quizzes and assessments are in the class syllabus. It is the student’s responsibility to be in computer contact on these days. Students who know in advance they will be absent for a quiz/assessment due to valid reasons must arrange to take an early/late quiz/assessment. Unusual circumstances happen to all of us. Contact the instructor if there is an extreme, extraordinary emergency in your life. Together we will determine the extent of the extreme, extraordinary emergency with your life.

Quizzes/assessments may be multiple choice, true false, fill-in-the-blank, or discussion, depending on the units covered. The final quiz and final assessment will not be cumulative and will be assigned the same value as each of the other three major quizzes/assessments. Quizzes/assessments may include but are not limited to the following:
1. Evaluating details of textbook or reference augmentations
2. Analyzing, comparing/contrasting textbook information
3. Placing events, people, things in proper sequence
4. Judging statements concerning class materials
5. Organizing, detailing map locations, graphs, or charts
6. Classifying materials from text, resources, or other assigned readings
<table>
<thead>
<tr>
<th>WHAT ASSIGNMENT</th>
<th>HOW MUCH IT’S WORTH (points)</th>
<th>WHEN IT’S DUE</th>
<th>WHEN IT WILL APPEAR ON MOODLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion 1</td>
<td>25</td>
<td></td>
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<tr>
<td>Bonus 1</td>
<td>25 (bonus)</td>
<td>6 JUN</td>
<td>30 MAY</td>
</tr>
<tr>
<td>Call Instructor</td>
<td>25 (bonus)</td>
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<tr>
<td>Paper topic</td>
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<tr>
<td>Discussion 2</td>
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<tr>
<td>Quiz 1</td>
<td>50</td>
<td></td>
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<tr>
<td>Discussion 3</td>
<td>25</td>
<td>13 JUN</td>
<td>6 JUN</td>
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<tr>
<td>Assessment 1</td>
<td>100</td>
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<tr>
<td>Draft paper</td>
<td>10</td>
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<tr>
<td>Special Presentation topic</td>
<td>15</td>
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<tr>
<td>Discussion 4</td>
<td>25</td>
<td>20 JUN</td>
<td>13 JUN</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2</td>
<td>100</td>
<td>27 JUN</td>
<td>20 JUN</td>
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<tr>
<td>Paper</td>
<td>80</td>
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<tr>
<td>Discussion 5</td>
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<td>Discussion 6</td>
<td>25</td>
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<tr>
<td>Draft Special Presentation</td>
<td>10</td>
<td>4 JUL</td>
<td>27 JUN</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 3</td>
<td>100</td>
<td>11 JUL</td>
<td>4 JUL</td>
</tr>
<tr>
<td>Special Presentation due</td>
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<tr>
<td>Discussion 7</td>
<td>25</td>
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<tr>
<td>Quiz 4</td>
<td>50</td>
<td></td>
<td></td>
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<tr>
<td>Discussion 8</td>
<td>25</td>
<td>18 JUL</td>
<td>11 JUL</td>
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<tr>
<td>Assessment 4</td>
<td>100</td>
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<tr>
<td>Bonus 2</td>
<td>25 (bonus)</td>
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<tr>
<td>TOTAL</td>
<td>1000 points plus 75 bonus</td>
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</table>
COURSE CONTRACT: By continuing with the course, you certify that you:
- have thoroughly read the syllabus and all relevant orientation information.
- understand that this course has a fixed start and end date.
- understand the delivery mode of this course is not self-paced.
- understand that this is not a watered-down course—you will use the same textbook and complete the same requirements as in a traditional classroom.
- agree to submit your assignments electronically or as instructed by your instructor within the accepted timeframe.
- are the student officially enrolled in this course and you are actually performing your own work.
- agree to the course conditions and requirements, especially the provisions of academic honesty and personal integrity in an online course.