

PAULINE EPISTLES
NT5300 (3 credit hours)
Fall, 2024

Wednesdays 1:30-4:30PM
Reformed Theological Seminar
Fall Term, 2025
G.K. Beale
Email: gkbeale@gmail.com
Phone: (267) 472-3322
TA: Ethan Preston (ejp0111@gmail.com)

NOTE: THE CLASS WILL NOT MEET ON WEDNESDAY, AUGUST 27, 2025. THE FIRST CLASS SESSION WILL BE WEDNESDAY, SEPTEMBER 3. For the first day of class, the students should be prepared with either a hard copy of this syllabus or have a copy downloaded to their laptop.

I. Course Objectives

- Continue to learn to do Discourse Analysis of texts.
- Possess an introductory grasp of the content of the Pauline Epistles.
- Develop an awareness of biblical-theological concepts in the Pauline corpus.
- Students with a basic knowledge of Greek will have further exposure to Greek texts.

II. Course Description taken from the Catalogue:

“An exposition of the epistles in chronological order that emphasizes the application of Paul’s theology to the pastoral needs of the churches of his day and ours” (p 71)

III. Procedures and Methods

- This class will be a combination of lecture, reading, and discussions. Each class the student should be prepared to discuss what they have learned from their reading assignments and take exceptional class notes.
- Though this class is tailored for MDiv students who have a working knowledge of Greek, it is possible, BUT NOT RECOMMENDED, for those who do not know Greek to take the class. “Non-Greek” students are required to do all the assignments (except translations). Instead of providing your own translations, non-Greek students should copy/paste the NASB. Non-Greek students are still required to do the DA’s and “short essay questions,” English version comparisons (as explained in class), and videos. My TA will tutor non-Greek students in doing Discourse Analysis.
- The course lectures are designed to focus primarily on specific texts (especially OT in the NT passages), whereas the readings focus on the introductory elements of each book (authorship, dating, audience, outline, etc.), as well as major concerns of some of the books. The OT in the NT passages chosen for lectures have been chosen because of their importance for understanding the Pauline Epistles.

IV. Course Requirements

- Reading- Students are required to read from the course textbooks. The professor will ask how much was read at the end of each class period, which will serve as a daily participation grade. Students do not receive credit if the reading is late, though they will still have time to complete such readings for the end of

semester cumulative “reading check-off list.” Readings in the English Bible in the Pauline Epistles will be announced before the following class session. In addition to the weekly reading, students must read through the entirety of 1 Cor - Philemon in English before the last day of class.

REQUIRED TEXTS:

Nestle-Aland, Novum Testamentum Graece. 28th ed. Stuttgart: Deutsche Bibelstiftung, 1979 (The UBS 4th edition may not be used as a substitute). This is also required for non-Greeks because of its very helpful marginal references.

New American Standard or English Standard Version (with full marginal cross references).

Connecting Scripture New Testament: A Study Bible of Biblical Allusions and Quotations. Edited by G. K. Beale and Benjamin L. Gladd. Nashville: Broadman & Holman, 2025. A segment on Ephesians will be sent to the student.

G. K. Beale, “The Eschatological Conception of New Testament Theology,” in ‘The Reader Must Understand’: Eschatology in Bible and Theology, edited by K. E. Brower and M. W. Elliott (Leicester: Apollos [IVP], 1997), 11-52. This article will be sent to the student.

G. K. Beale, William A. Ross, Daniel J. Brendsel, An Interpretive Lexicon of New Testament Greek: Analysis of Prepositions, Adverbs, Particles, Relative Pronouns, and Conjunctions. Grand Rapids, Mich.: Zondervan, 2015.

G. K. Beale, “Packet of Handouts on New Testament Exegetical Methods.” To be downloaded from the NT 5250 Canvas page.

G. K. Beale, *1 Timothy*. ZECNT; Grand Rapids: Zondervan, forthcoming in 2025. Pp. 110-139 (on 1 Tim. 2:9-15). On “Canvas.”

G. K. Beale and B. L. Gladd, The Story Retold. Downers Grove: InterVarsity Press, 2020. Pp. 204-363.

D. A. Carson and Douglas J. Moo, An Introduction to the New Testament. Grand Rapids: Zondervan, 2005. Pp. 331-390, 415-595.

R. B. Gaffin, *In the Fulness of Time: An Introduction to the Biblical Theology of Acts and Paul*. Wheaton: Crossway, 185-419.

Gordon D. Fee and Douglas Stuart, *How to Read the Bible for All It's Worth*. Grand Rapids: Zondervan, 1981. Pp. 43-65 (available on “Canvas.”)

HIGHLY RECOMMENDED TEXTS:

Connecting Scripture New Testament: A Study Bible of Biblical Allusions and Quotations. Edited by G. K. Beale and Benjamin L. Gladd. Nashville: Broadman & Holman, 2025.

- Attendance- Students are expected to attend all lectures. Students who have more than one unexcused absence will be penalized on their final course grade 2% per additional unexcused absence. If students are 15 minutes late for class, they will be considered to be one hour late. Presbytery meetings and all conferences (ETS/SBL, T4G, North Texas PCA Presbytery, etc.) are deemed unexcused. Students should consult their calendar at the beginning of the semester and discuss any conflicts with the professor. Sickness and family emergencies are considered excused. If you are sick or have a family emergency, you must email the professor asap.

- There will be about nine daily assignments: typically students will be assigned a passage from an epistle of Paul on which the following should be done. **On the first page** of the written DA assignment, there should be an English translation of the text following the structure recommended in class. Words and phrases in English should be underlined which are interpretative renderings of the significance of some of the logical relationships (note in-class examples). **On a second page**, state a one sentence exegetical idea of the passage. Underneath it try to transform the exegetical idea into a one-sentence homiletical idea (see Robinson, Biblical Preaching, for how to do this). **On a third page**, compare the translations of the NASB, NIV, RSV, KJV, and JB for the passage; list the major differences in chart form on a separate sheet of paper and say with which translation the Discourse Analysis most agrees. **On the fourth page**, just list all the marginal references in the NASB and two other Bibles that have full marginal references for each verse of your passage. This assignment will be discussed in class. (marginal references will be taken from the NA²⁸). Non-Greek students are required to do the DA's; special tutorial help is available. **On the fifth page**, give a brief prose summary of the logical development of thought in the paragraph. Sometimes sentence flows of the assigned passage will be required. Occasionally, students may be required to do sentence flows on the assigned passage (from which non-Greek students will be exempt).
- In addition, these typical weekly assignments will entail oral translation by sight of the assigned passages (without use of translation notes). At the conclusion of class, your own written translation should be submitted.
- Also, there will be studies on the use of the OT in the NT and these will be submitted along with the above material. Instruction about how to do these assignments are given below. These assignments are to be completed and handed in at the end of each class session. To do the assignments you need a copy of the Nestle-Aland 28th edition of the Greek New Testament (if you do not own one, please buy one or borrow one from a friend or from a library; even non-Greek students will need this Greek text for the marginal references).

The OT in the NT assignments entail the following steps: (1) if a verse in the NT is an allusion and not a quotation from the OT, you need a couple of sentences validating the allusion, on which see Beale, *Handbook*, pp. 31-35); (2) Then briefly discuss the meaning of the OT phrase in the NT context in one brief paragraph (about 4-5 sentences). Here you decide and conclude which of the hermeneutical uses of the OT are applicable (see Beale and Gladd, *Story Retold*, 19-31, for a discussion of each hermeneutical use that is possible [analogy, abiding authority, indirect typological fulfillment, etc.]). In other words, how does Paul use the OT in this passage. Remember that sometimes more than one use can occur with each OT in the NT reference.

NOTE CAREFULLY: All these assignments (reading, translation, DA, NT Use of the OT, etc.) are to be completed for the day on which they are assigned. The written assignments are to be stapled and completed before class; they possibly may be marked or corrected in class with a different colored pen or pencil. They will be collected at the conclusion of the class period for which they are assigned. The DA and NT Use of the OT assignments (when the latter is also assigned) will be graded as one large assignment. These weekly assignments are required as the foundational workload of the course. Failure to turn in this work will likely result in failing the course. Much of the material necessary for the doing of the DA assignments is to be found in the "Packet of Handouts on New Testament Exegetical Methods," by G. K. Beale. The student should review the outline of materials in this packet (found at the front) throughout the semester.

Assignments submitted late, will result in a loss of one letter grade per class period.

THE FIRST DAILY ASSIGNMENT DUE FOR WEDNESDAY, SEPTEMBER 3, 2025 is the following:

1) Read G. K. Beale, "The Eschatological Conception of New Testament Theology," in 'The Reader Must Understand': Eschatology in Bible and Theology, edited by K. E. Brower and M. W. Elliott (Leicester: Apollos [IVP], 1997), 11-52. A reading-checkoff form will be distributed for students to confirm that they have done this reading. The lecture for this session will elaborate on this reading.

2) Be prepared to translate the following during the class session: ; Num 24:14 (LXX); Isa 2:2 (LXX); Isaiah 65:17 (LXX); Acts 2:17; 1 Corinthians 10:11; Galatians 4:4; 1 Timothy 4:1-2; 2 Timothy 3:1-2; Hebrews 1:1-2; Hebrews 9:26; 1 Peter 1:19-20; 2 Peter 3:3. Write out your translation and submit it at the end of the class session.

- Exegetical Notebook Assignment: each student will prepare an "exegetical notebook" (loose-leaf in form), consisting of (1) written out translations of the various assigned Greek texts for each session; (2) all graded assignments, (3) lecture handouts from class, and (4) notes from class lectures. The purpose of this notebook is to provide a means in which later teaching and preaching on the Pauline Epistles may be facilitated. A final evaluation of these notebooks will also be done at the end of the term. These notebooks will be graded on the proper organization of the "notebook" and mainly by focusing on the quality of the class lecture notes taken by the student (students may take notes on computers if they wish, but during oral translation, all computers should be closed). The "exegetical notebooks" are due: **THURSDAY, DEC. 18 AT 2:00 p.m.**; to be submitted outside the professor's office at the basket for mail.
- Final Term Exegesis Paper. Due: **THURSDAY, DEC. 18 AT 2:00 p.m.**; to be submitted outside the professor's office at the basket for mail.).
 - Limit for the Papers: ten pages, double-spaced (roughly 3,500 words) including footnotes (which are to be placed at the bottom of the page!). Appendices are not included in the page count. Computer prepared papers must be legible, otherwise they will be returned immediately.
 - The assignment is to write an exegetical essay on **various paragraphs to be assigned from Paul's epistles.**
 - The paper is to be a verse-by-verse commentary on the entire assigned text. In addition to class instructions, the student should consult "model" exegesis papers (on reserve in the professor's office) in order to get a clearer idea about the form in which the paper is to be written. See "Further Comments on Preparation for Writing of the Exegesis Paper" (to be distributed).
 - Students are on their honor not to discuss the exegesis paper with one another. A tip: there will be OT background in the passage, which will need discussing.
 - **** Appendix to the Exegesis Paper:**
 - A discourse analysis (showing the significance of the logical relationships in italics). Then compose an exegetical and homiletical idea, translation comparisons, a list of the marginal references in the margin of the NA²⁸, and a prose description in one paragraph of the logical development of thought in the passage.

**** Unexcused late Major Written Assignments will be penalized ten points per day. At the discretion of the professor the same penalty may be applied to daily class assignments (excuses pertaining to serious illness, death of a relative, and other similar circumstances are obviously valid, however, computer breakdowns and printer breakdowns are not considered valid excuses, so make sure always to "backup" separate from your hard disk drive, and make sure you do not print at the last minute, leaving sufficient time to print in case of a printer breakdown).**

***** There will be penalties on the Major Written Assignment exceeding the required length. A penalty of 3 points per extra page (= 300 words) over the required limit will be assigned (though exceeding the length by one or two pages may be risked, if the extra pages keep the professor's interest).**

- In-Class Electronics Use- In light of recent studies and my own classroom experience, students are prohibited from using computers, phones, and tablets during class. Prohibiting electronic use forces the students to focus on the lecture and take better notes. Exceptions are permitted for those with disabilities. During lectures, when we are not translating, I will allow students to take lecture notes on their computers, *only if* they can do that better than taking hand-written notes. Otherwise, during oral translation, all computers should remain shut.

V. Grading:

1. Weekly Assignments 35%
 2. Exegesis Paper 45%
 3. Class participation (which included oral in-class translation) 10%
 4. Exegetical Notebook 10%
- Grading Scale: The grading scale for this course is the seminary's grading scale. You may find it listed at the RTS Catalog, p.42.
 - Plagiarism: Any cheating (quiz, paper, exam, etc.) will result in a failure of the course.

- REQUIRED READING CHECK-OFF LIST FOR NT5250 TO BE SUBMITTED ON [THURSDAY, DEC. 18 AT 2:00 p.m; to be submitted outside the professor's office at the designated place).

Name: _____

The following required readings are taken from the syllabus and listed in alphabetical order. Please check off the readings when each is completed, and hand these in at the end of the semester at the time of the final exam. The total amount of required reading below is approx. 821 pp. (this page count does not include the reading of the Pauline Epistles in the NASB, which are still required to be read). Some of these readings may be required to be read at the time of particular class sessions; the other readings should be read at the student's own pace. Remember that less than 80% of the reading will result in a grade of no higher than a B+. Less than 65% of the reading will result in a grade of no higher than a C. Less than 50% of the reading will result in a grade of no higher than a D. Less than 40% of the reading will result in a grade of no higher than a F. Students who do not read all of Paul's epistles (1 Cor – Philemon) in the NASB will receive a grade of no higher than a "C."

- ☐ G. K. Beale, "The Eschatological Conception of New Testament Theology," in 'The Reader Must Understand': Eschatology in Bible and Theology, edited by K. E. Brower and M. W. Elliott (Leicester: Apollos [IVP], 1997), 11-52.
- ☐ G. K. Beale and B. L. Gladd, The Story Retold. Downers Grove: InterVarsity Press, 2020. Pp. 204-363.
- ☐ G. K. Beale, *1 Timothy*. ZECNT; Grand Rapids: Zondervan, forthcoming in 2025. Pp. 110-139 (on 1 Tim. 2:9-15).
- ☐ D. A. Carson and Douglas J. Moo, An Introduction to the New Testament. Grand Rapids: Zondervan, 2005. Pp. 331-390, 415-595.
- ☐ R. B. Gaffin, *In the Fulness of Time: An Introduction to the Biblical Theology of Acts and Paul*. Wheaton: Crossway, 185-419.

- ❑ Gordon Fee and Douglas Stuart, *How to Read the Bible for All It Is Worth* (Grand Rapids: Zondervan, 1993). Pp. 43-65.
- ❑ The reading of 1 Corinthians to Philemon in the New American Standard Bible (not included in the above total amount of pages required to be read).
- ❑ About 50-75 more pages are to be added from segments of Beale's commentaries on Colossians and 1 Timothy.



Course Objectives Related to MDiv* Student Learning Outcomes

Course: Pauline Epistles
 Professor: G. K. Beale
 Campus: Dallas
 Date: Fall 2024

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.		➤ Strong ➤ Moderate ➤ Minimal ➤ None	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	The course strongly engages Scripture and the Jewish milieu of the first century, furnishing students with knowledge of a variety of topics.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	With their nose in the text, students will spend a significant amount of time studying and meditating upon Scripture. The class requires students to research and write on topics pertaining to Paul's epistles.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Central to this class is the exaltation of Christ and his role in redemptive history.

Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Since students are exposed to the various facets of Paul's epistles, it is hoped that a love for Christ will inevitably grow as they continually look upon his character.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Strong	Key to this course is living in light of Scripture and its kingdom worldview.
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Strong	Though many scholars are not evangelicals, there is much to be gained by their insights.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Moderate	Throughout the course, attention will be given to how students are to preach Paul's epistles. We will often seek to answer "what difference does it make?"
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Minimal	As a result of this course, students will be wiser in how they worship Jesus by having a more concrete picture of who he is and what his Word says.
Shepherd	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Moderate	Having a right view of Jesus and his ministry is central to pastoring.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	As a net result of studying Paul's epistles, students will have the ability to discern whether or not a teaching or movement is faithful to Jesus' message.

