



# *Saint Paul and His Epistles*

Yearlong 2022-2023

## **ELIGIBLE STUDENTS:**

### **Grades 10-12**

*Saint Paul and His Epistles* is for the high school student who is interested in learning about the apostle Paul's life, theology, and the 13 letters he wrote in the New Testament. Students taking this course must be interested in understanding the Bible, thinking critically, and listening well. Students should be comfortable writing essays and reading.

**Class Dates:** Tuesday, September 6, 2022 through Thursday, May 25, 2023

**Class Times:** Tuesday and Thursday 12:30-1:45 p.m. Eastern Time

**Instructor:** Nathan Dickinson

**Email:** nate@ctkbeckley.com

**Office Hours:** Thursday 9:00-11:00 a.m. ET

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## **COURSE DESCRIPTION**

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*Saint Paul and His Letters* will read and engage with Luke's account of Paul's life as recorded in the book of Acts, and will read and engage with Paul's letters in the New Testament.

Paul's writings take up 24% of the New Testament, and he was a major missionary force in the first-century world. Understanding Paul's example and his letters are necessary to understanding the theology of the New Testament and the posture of the early church. Sitting in obedience under Paul's instruction will form in the reader a greater love for God and neighbor, and provide wisdom for godly living in an increasingly post-Christian world.

Paul was an educated man in the ancient world, and that comes across in his letters and sermons. Students in this course will spend time tracing Paul's arguments at various points and will learn to see the relationship between Paul and other parts of the Bible, with special attention given to the relationship between Paul and the Gospels.

Paul's letters are situational, but as a whole address the full range of Christian theology. Students in this course will seek to take the theology revealed in his letters and sermons and assimilate these findings with what they find in the rest of Holy Scripture.

Paul had much to say about virtue formation. Students in this course will explore how Paul connects the theological facts of the Christian faith with the ethical dimension of the Christian faith, and seek to grow in both categories.

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## SCHEDULE

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### CLASS SESSIONS DATES:

Classes will take place on Tuesday & Thursday 12:30-1:45 p.m. (ET) for 32 weeks.

**Orientation:** Monday August 29 at 11:00 a.m.

#### Semester 1:

September 6, 8, 13, 15, 20, 22, 27, 29

October 4, 6, 11, 13, 18, 20, 25, 27

November 1, 3, 8, 10, 15, 17, 29

[Thanksgiving Break: Nov. 21-25]

December 1, 6, 8, 13, 15

[Christmas Break: Dec. 19-Jan. 6]

January 10, 12, 17, 19

#### Semester 2:

January 24, 26, 31

February 2, 7, 9, 14, 16, 28

[Winter Break: Feb. 20-24]

March 2, 7, 9, 14, 16, 21, 23, 28, 30

[Holy Week Break: April 3-7]

April 11, 13, 18, 20, 25, 27

May 2, 4, 9, 11, 16, 18, 23, 25

*\*Please note that dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up in some other way.*

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## COURSE MAP

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### QUARTER 1

1. Paul's Background
2. Paul's Conversion
3. The Missionary Journeys in Acts
4. Paul's Sermons in Acts

### QUARTER 2

1. The Letter to the Galatians
2. The Letters to Thessalonica

### QUARTER 3

1. The Letters to Corinth

### QUARTER 4

1. The Letter to the Romans
2. The Prison Letters (Philippians, Ephesians, Colossians, and Philemon)
3. The Pastoral Letters (1 and 2 Timothy, Titus)

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## **COURSE READINGS**

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### **COURSE TEXTS TO PURCHASE:**

1. ***ESV Bible*** (other translations may be used for personal reading, but for the sake of simplicity and clarity the ESV will be the required translation during class time)
2. ***Introducing Paul*** by Michael Bird
3. ***Zondervan Essential Atlas of the Bible*** by Carl Rasmussen

### **OTHER READINGS SUPPLIED BY THE TEACHER WILL INCLUDE:**

1. The First Homily: “A fruitful exhortation to the reading and knowledge of holy scripture” (This is a great place to start and refer back to any time Holy Scripture is read or studied.)
2. Various articles which the instructor deems relevant for class discussion, particularly drawing on the English Reformers and the early church fathers

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## **EXPECTATIONS OF STUDENTS**

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1. Students are expected to come to class prepared: with reading assignments completed and contemplated, all materials present, and ready to actively participate.
2. Students are expected to be engaged: listening carefully, asking and answering questions, and thinking about the matters under discussion.
3. Students are expected to take notes on important and relevant content in an organized way so those notes can be consulted for assignments and assessments.
4. Students are expected to submit written assignments on time, completed neatly and thoroughly.
5. Students are expected to act responsibly: to let the teacher know if he or she will be absent and seek a way to make up for the lost class; to keep up with all reading and writing assignments, and ask for guidance and direction from the teacher whenever necessary.
6. Students are expected to be respectful to their teacher, their classmates and the material.
7. Students are expected to submit their work by scanning it and uploading it into the Schoology assignment window.

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## **STUDENT MASTERY**

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Assessment of students is made in light of the following goals:

1. That they grow in love with God, His Word, and His Gospel through the life and work of Paul
2. That they understand the main themes of each of Paul’s letters
3. That they know an outline of Paul’s life and his missionary journeys
4. That they are able to articulate the relationship between the “indicative” and “imperative” in Paul
5. That they are able to articulate how Paul’s letters and the Gospels relate to each other

6. That they are able to articulate Paul's theology and begin to synthesize it with the rest of the Bible

## **ASSIGNMENTS**

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### **Reading Assignments:**

Students will be given a reading assignment for each class, accompanied by a few questions intended to direct the student to what is most important in the reading for the purposes of this course. Students will also be directed at times to mark in their text in order to make note of key names or terms. Students should expect to spend almost as much time preparing for class as they will spend in class.

### **Class Discussion and Note-taking:**

Class time will be spent drawing out the essential meaning of the readings through Socratic discussion. Students will be directed to take additional notes as necessary.

### **Commonplace Journal:**

At the end of each class, student will be directed to write a few sentences summarizing one or two of the main points of the reading and discussion in a commonplace journal. This journal will become a helpful tool for the student to write short essays on assigned topics. Whenever possible, there will be some time at the end of class given to the students to work on this. Journal entries should be sent to Mr. Dickinson by noon the next day for comment and approval.

### **Writing Assignments:**

There will be two major writing assignments each semester: a comparison/contrast essay examining one of Paul's arguments and a relevant argument from the Gospels or another epistle, and the second will be a reflection essay where students will be invited to think about what they have read and learned, and share how those things have shaped their relationship with God.

## **GRADING**

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The *Anglican Foundations* course through the Canterbury House of Studies at Scholé Academy is intended to engage and invite students to read, to think, to question and to express their thoughts in discussion and writing, and these are activities that do not always lend themselves to easy evaluation and assessment. These are not quantifiable activities. Nonetheless, we also recognize the need or desire for grades, so traditional numeric or letter grades will be provided and readily accessed on the *Anglican Foundations* Schoology page. Additionally, Scholé will provide a transcript of that grade to the requesting parent at the end of the year.

Student grades will be comprised of:

1. Daily Summaries: 25%
2. Class Participation: 35%

### 3. Writing Assignments: 40%

#### **ACADEMIC DISHONESTY**

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Students will sometimes take assessment tests and/or quizzes privately at home. Students are on their honor to abide by [Scholé Academy's Learning Philosophy](#) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

Additionally, plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common knowledge or is an opinion obtained through any source. A plagiarized assignment will result in a failing grade. Students should consult their chosen style manual (see Student Expectations above) for specific direction on obtaining, quoting and paraphrasing sources.

#### **THE VIRTUAL CLASSROOM**

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We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work to the *Anglican Foundations* Schoology assignment page (access granted after enrollment is secured).

#### **ABOUT THE INSTRUCTOR**

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**Nathan Dickinson** holds a M.Div. from Southern Baptist Theological Seminary and currently serves as a deacon at Christ the King Anglican Church in Beckley, West Virginia. He is a West Virginia native who has had approximately a decade of teaching experiences in local churches and missionary settings. He has taught the Bible in Kenya, Zambia, Myanmar, and Jamaica, and has taught English (among other things) to students in a Christian school setting. He loves helping students see the beauty of God in Holy Scripture and helping students learn to engage in meaningful dialogue.

His two boys (Barnabas, 5, and Martin, 3) keep his home life interesting and full of adventure! When he is not adventuring with his wife and boys, he is looking for a good cup of coffee, a good book, and a good conversation.