



# NT429/439/629/639

## Romans

QUEENSLAND THEOLOGICAL COLLEGE

### About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Romans**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

UNIT OUTLINE **SEMESTER 1 2016**

## Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Undergraduate or Postgraduate Handbook**, copies of which may be found in the Library or online at [www.acttheology.edu.au](http://www.acttheology.edu.au)

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Academic Misconduct**". Failure to comply with the standards required will incur penalties as outlined in the ACT Undergraduate or Postgraduate Handbook.

The attention of students is also drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Guidelines for Essays.**" (see also the QTC Student Handbook) All essays should comply with these standards.

# Information about this unit

## Unit description

This unit provides detailed study of selected passages, along with an examination of the teaching and purpose of the book as a whole, and is intended to give students a firm grasp on this controversial central text of the New Testament and Christianity

## Learning objectives

### NT429 Learning Outcomes

On completion of the unit, students will:

#### Know and understand

1. The themes and purposes of Romans in the context of the Pauline mission
2. The major issues in contemporary study of Romans
3. The bearing of contemporary approaches to Pauline Theology on the interpretation of Romans
4. The English text of Romans
5. The nature and methods of New Testament exegesis

#### In order to determine the meaning of the text of Romans, be able to:

1. Use sources such as lexicons, theological dictionaries, commentaries and on-line resources
2. Recognise literary form, genre, structure and rhetorical conventions
3. Compare and contrast translations
4. Evaluate matters relating to authorship, date and purpose
5. Utilize the historical, social and cultural contexts
6. Assign passages to their literary context 240 300 - 400 Level Units
7. Establish the meaning of significant words and phrases in the contexts of the epistle and Paul's other writings
8. Trace inter-textual references and allusions
9. Discuss the main themes, arguments and teachings and
10. Exegete a selection of chapters from Romans

#### Be in a position to:

1. Exegete the text of Romans for personal understanding and for use in ministry contexts
2. Integrate perspectives from Romans into biblical interpretation and Christian thinking
3. Apply the teaching of Romans to situations and issues in contemporary Christianity and society

**NT439 Learning Outcomes**

On completion of the unit, students will:

Know and understand:

1. The themes and purpose(s) of Romans in the context of the Pauline mission
2. The major issues in contemporary study of Romans
3. The bearing of contemporary approaches to Pauline Theology on the interpretation of Romans
4. The Greek text of Romans
5. The nature and methods of New Testament exegesis

In order to determine the meaning of the Greek text of Romans, be able to:

1. Use sources such as lexicons, theological dictionaries, grammars, textual analyses, commentaries and on-line resources
2. Identify the authorship, date and purpose
3. Translate into English
4. Evaluate textual variants and issues in the history of the text
5. Explain the bearing of its genre, literary features and rhetorical conventions
6. Utilize the historical, social and cultural contexts
7. Assign passages to their literary context
8. Establish the meaning of significant words and phrases in the contexts of the epistle and Paul's other writings
9. Trace inter-textual references and allusions
10. Discuss the main themes, arguments and teachings and
11. Translate and exegete selected chapters of the Greek text of Romans

Be in a position to:

1. Exegete the Greek text of Romans for personal understanding and for use in ministry contexts
2. Integrate perspectives from Romans into biblical interpretation and Christian thinking
3. Apply the teaching of Romans to situations and issues in contemporary Christianity and society

## **NT629 Learning Outcomes**

On completion of the unit, students will:

### Know and understand:

1. The themes and purpose(s) of Romans in the context of the Pauline mission
2. The major issues in contemporary study of Romans
3. The bearing of contemporary approaches to Pauline Theology on the interpretation of Romans
4. The English text of Romans
5. The nature and methods of New Testament exegesis
6. A selection of historic and contemporary interpretations of Romans

### In order to determine the meaning of the Greek text of Romans, be able to:

1. Use sources such as biblical and theological dictionaries, commentaries and on-line resources
2. Recognise literary form, genre, structure and rhetorical conventions
3. Compare and contrast translations
4. Evaluate matters relating to authorship, date and purpose
5. Explain the bearing of its genre, literary features and rhetorical conventions
6. Utilize the historical, social and cultural contexts
7. Relate passages to their literary and canonical contexts
8. Establish the meaning of significant words and phrases in the contexts of the epistle and Paul's other writings
9. Trace inter-textual references and allusions
10. Discuss the main themes, arguments and teachings and
11. Exegete selected chapters of the English text of Romans
12. Discuss interpretations of Romans

### Be in a position to:

1. Exegete the English text of Romans for personal understanding and for use in ministry contexts
2. Integrate perspectives from Romans into biblical interpretation and Christian thinking
3. Apply the teaching of Romans to situations and issues in contemporary Christianity and society
4. Evaluate interpretations of Romans

**NT639 Learning Outcomes**

On completion of the unit, students will:

Know and understand:

1. The themes and purpose(s) of Romans in the context of the Pauline mission
2. The major issues in contemporary study of Romans
3. The bearing of contemporary approaches to Pauline Theology on the interpretation of Romans
4. The Greek text of Romans
5. The nature and methods of New Testament exegesis
6. A selection of historic and contemporary interpretations of Romans

In order to determine the meaning of the Greek text of Romans, be able to:

1. Use sources such as lexicons, theological dictionaries, grammars, textual analyses, commentaries and on-line resources
2. Identify the authorship, date and purpose
3. Translate into English
4. Evaluate textual variants and issues in the history of the text
5. Explain the bearing of its genre, literary features and rhetorical conventions
6. Utilize the historical, social and cultural contexts
7. Assign passages to their literary context
8. Establish the meaning of significant words and phrases in the contexts of the epistle and Paul's other writings
9. Trace inter-textual references and allusions
10. Discuss the main themes, arguments and teachings and
11. Translate and exegete selected chapters of the Greek text of Romans
12. Discuss interpretations of Romans

Be in a position to:

1. Exegete the Greek text of Romans for personal understanding and for use in ministry contexts
2. Integrate perspectives from Romans into biblical interpretation and Christian thinking
3. Apply the teaching of Romans to situations and issues in contemporary Christianity and society
4. Evaluate interpretations of Romans

## How this Unit Contributes to the Course

"Paul's letter to the Romans has been called "the quintessence and perfection of saving doctrine."" Romans is perhaps the most challenging and thoroughly doctrinal book of the entire New Testament. It deals with many issues that are basic to Christian Theology and practice."<sup>1</sup> It has therefore been chosen by QTC as an essential unit of study and one suitable to introducing the student to the work of one of the New Testament's major writers.

## Pre-requisites and Co-requisites

Romans is an accredited unit towards the ACT Awards at Diploma, Associate Degree, Bachelor and Masters Level.

A pre-requisite for this unit is the successful completions of NT302/502 Early New Testament Church, and for those studying the Greek text, LA004A and LA004B New Testament Greek.

## How this unit is organized & what we expect of you

The unit is taught over 13 weeks, with three 50-minute lectures each week. For students studying the Greek units (NT 439/639) from week two onward, the first lesson of the week will be translation, the second, exegesis and the third will cover theological issues. Students studying the English units (NT429/629) will attend the exegesis and theological issues classes with the Greek students, but will have a separate class as a substitute for the Greek class they are not taking.

Students will be required to present their Tutorial Paper material to the class during one of the Thursday class periods. You will need to consult with other students who have been allocated the same tutorial paper topic to structure the presentation. The schedule for the presentations can be found in the Unit Timetable on page 9 of this outline. The written Tutorial Papers themselves will not be due on the day of the presentation; rather, they will be due on a common date for all students in the class. The Presentation will not be assessed, only the written Tutorial Papers submitted will be assessed. Please check the Assessment Due Dates List on Moodle for when it will be due. Further information about how to prepare your presentation can be found in the Guide to Assessments in this outline.

**READING:** Parallel readings are intended to provide further background information on the unit matter of the course and to enable students to widen their knowledge of the unit matter.

**WEEKLY STUDY COMMITMENT:** As a guide students should undertake an average of 6 hours of study per week in addition to lecture hours if taking this unit at 400 level, and 7 hours per week in addition to lecture hours if taking it at 600 level. Please speak with the lecturers if you find that you need to spend significantly more time than this on the unit, on a regular basis.

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<sup>1</sup> Blomberg, Craig L., recommendation for *The Epistle to the Romans*, by Douglas J. Moo (Grand Rapids, Mich.: Eerdmans, 1996), cover.

## Teaching staff

LECTURER

Rev Wesley Redgen

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## Unit timetable: topics & teaching and learning activities

	<i>Translation passage</i>	<i>Wednesday Lecture passage</i>	<i>Thursday Topic</i>	<i>English course *</i>
WEEK 1	Author, date etc Structure	Romans 1	Romans 2	Attend "translation" lecture this week
WEEK 2	3:1-20	Rom 3:1-20	What is the centre of Paul's thought?	Reading group Rosner Ch 1
WEEK 3	3:21-31	Rom 3:21-31	<b>MDiv Tutorial Presentation:</b> Why did Paul write Romans?	Reading group Rosner Ch 2
WEEK 4	4:1-12	The New perspective & Preaching Rom 3	The righteousness of God	Reading group Rosner Ch 3
WEEK 5	4:13-25	Rom 4:1-25	<b>BTh Tutorial Presentation:</b> Mission (O'Brien) Narrative Dynamics	Reading group Rosner Ch 4
WEEK 6	5:1-11	Romans and Imputed righteousness	<b>MDiv Tutorial Presentation:</b> Is there a passage that is the centre of Romans?	Reading group Rosner Ch 5
WEEK 7	5:12-21	Rom 5:1-21	<b>MDiv Tutorial Presentation:</b> Is sanctification progressive or positional in Romans?	Reading group Rosner Ch 6
WEEK 8	6:1-14	Preaching Rom 5	<b>BTh Tutorial Presentation:</b> Righteousness in Paul (Seifrid) Rhetoric in Paul	Reading group Rosner Ch 7
WEEK 9	6:15-23	Rom 6:1-23	<b>BTh Tutorial Presentation:</b> Slavery imagery in Paul (Harris) <b>BTh Tutorial Presentation:</b> Adoption in Paul. (Burke)	Romans 9:1-13
WEEK 10	7:1-12	Preaching Rom 6	Christology in Paul	Romans 9:14-29
WEEK 11	7:13-27	Rom 7:1-27	<b>MDiv Tutorial Presentation:</b> The function of Romans 9 & 10 within the letter	Romans 9:30-10:21
WEEK 12	8:1-17	Rom 8:1-17	<b>BTh Tutorial Presentation:</b> Ecclesiology (Banks) Thanksgiving	Romans 11:1-10
WEEK 13	8:18-39	Rom 8:18-39	Eschatology	Romans 11:11-36

\* NT 429 & 629 are required to read: Brian S. Rosner, *Paul and the Law: Keeping the Commandments of God* (New Studies in Biblical Theology 31, Leicester: Apollos, 2013).

## NT429 (English Text) Assessments

**Assessments are submitted online via Moodle.**

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Late submission of assessment, without prior permission, will be taken into account in determining your mark.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time & within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>Tutorial paper</b> 1,500 words - 35%</p>	<p>A paper on an aspect of Paul's theology: Write a paper of <b>1500</b> words reviewing and critiquing <b>ONE</b> of the following books:</p> <ol style="list-style-type: none"> <li>1. O'Brien, P.T. <i>Gospel and Mission in the writings of Paul</i>. Grand Rapids: Baker, 1995.</li> <li>2. Seifrid, Mark A. <i>Christ, our Righteousness</i>. New Studies in Biblical Theology 9. Leicester: Apollos, 2000.</li> <li>3. Burke, Trevor J. <i>Adopted into God's Family: Exploring a Pauline metaphor</i>. (New Studies in Biblical Theology 22. Leicester: Apollos, 2006.</li> <li>4. Harris, Murray J. <i>Slave of Christ: A New Testament metaphor for total devotion to Christ</i>. New Studies in Biblical Theology 22. Leicester: Apollos, 1999.</li> <li>5. Banks, Robert <i>Paul's Idea of Community</i>. Sydney: Lancer, 1979.</li> </ol> <p>Students will present on their Tutorial Paper in class, however the presentation is not assessed. Only the written Tutorial Paper submitted via Moodle will be assessed.</p>
<p><b>Exegesis Major Paper</b> 2,500 words - 40%</p>	<p>A paper on a passage within the selected passages in Romans: Write an exegetical essay (<b>2500</b> words) on <b>ONE</b> of the following passages in the <b>English</b> Text:</p> <ol style="list-style-type: none"> <li>1. Romans 4:16-25</li> <li>2. Romans 6:15-23</li> <li>3. Romans 8:18-25</li> </ol>
<p><b>English Exegesis Take-Home Exam</b> 1,500 words – 25%</p>	<p>You will be asked to exegete one passage, and to comment on exegetical matters from various additional passages. Different passages will be set for 400 and 600 level students.</p>

Students taking NT429 are also required to read:

Brian S. Rosner, *Paul and the Law: Keeping the Commandments of God* (New Studies in Biblical Theology 31, Leicester: Apollos, 2013).

## NT439 (Greek Text) Assessments

**Assessments are submitted online via Moodle.**

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Late submission of assessment, without prior permission, will be taken into account in determining your mark.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time & within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>Tutorial paper</b> 1,500 words - 35%</p>	<p>A paper on an aspect of Paul's theology: Write a paper of <b>1500</b> words reviewing and critiquing <b>ONE</b> of the following books:</p> <ol style="list-style-type: none"> <li>1. O'Brien, P.T. <i>Gospel and Mission in the writings of Paul</i>. Grand Rapids: Baker, 1995.</li> <li>2. Seifrid, Mark A. <i>Christ, our Righteousness</i>. New Studies in Biblical Theology 9. Leicester: Apollos, 2000.</li> <li>3. Burke, Trevor J. <i>Adopted into God's Family: Exploring a Pauline metaphor</i>. (New Studies in Biblical Theology 22. Leicester: Apollos, 2006.</li> <li>4. Harris, Murray J. <i>Slave of Christ: A New Testament metaphor for total devotion to Christ</i>. (New Studies in Biblical Theology 22. Leicester: Apollos, 1999.</li> <li>5. Banks, Robert <i>Paul's Idea of Community</i>. Sydney: Lancer, 1979.</li> </ol> <p>Students will present on their Tutorial Paper in class, however the presentation is not assessed. Only the written Tutorial Paper submitted via Moodle will be assessed.</p>
<p><b>Exegesis Major Paper</b> 2,500 words - 40%</p>	<p>A paper on a passage within the selected passages in Romans: Write an exegetical essay (<b>2500</b> words) on <b>ONE</b> of the following passages in the <b>Greek</b> Text:</p> <ol style="list-style-type: none"> <li>1. Romans 3:1-8</li> <li>2. Romans 3:9-20</li> <li>3. Romans 6:15-23</li> </ol>
<p><b>Six Greek Exegesis Online Tests</b> These will be timed tests, with one hour allowed to complete each test. You will be expected to write about</p>	<p>The six one-hour online tests will cover grammatical and exegetical matters from the week's translation task. You will not know beforehand which weeks the tests will be held. You will be advised of each test at the end of the relevant class.</p>

250 words for each test -25%	
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## NT629 (English Text) Assessments

**Assessments are submitted online via Moodle.**

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Late submission of assessment, without prior permission, will be taken into account in determining your mark.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time & within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>Tutorial paper</b> 2,000 words - 35%</p>	<p>A paper on an aspect of Paul's theology: Write an essay of <b>2000</b> words on <b>ONE</b> of the following topics.</p> <ol style="list-style-type: none"> <li>1. Why did Paul write Romans? (Donfried, Karl P. ed. <i>The Romans Debate</i>. Rev. and exp. ed. Peabody, MA.: Hendrickson, 1991.)</li> <li>2. Is there a passage that is the centre of Romans? Give reasons for your answer.</li> <li>3. Is sanctification progressive or positional in Romans? (Peterson, David. <i>Possessed by God</i>. New Studies on Biblical Theology 1. Leicester: Apollos, 1995).</li> <li>4. What is the function of Romans 9-11 within the letter?</li> </ol> <p>Students will present on their Tutorial Paper in class, however the presentation is not assessed. Only the written Tutorial Paper submitted via Moodle will be assessed.</p>
<p><b>Exegesis Major Paper</b> 3,000 words - 40%</p>	<p>A paper on a passage within the selected passages in Romans: Write an exegetical essay (<b>3000</b> words) on <b>ONE</b> of the following passages in the <b>English</b> Text:</p> <ol style="list-style-type: none"> <li>1. Romans 5:1-11</li> <li>2. Romans 7:1-6</li> <li>3. Romans 8:1-11</li> </ol>
<p><b>English Exegesis Take-Home Exam</b> 1500 words – 25%</p>	<p>You will be asked to exegete one passage, and to comment on exegetical matters from various additional passages. Different passages will be set for 400 and 600 level students.</p>

Students taking NT629 are also required to read:

Brian S. Rosner, *Paul and the Law: Keeping the Commandments of God* (New Studies in Biblical Theology 31, Leicester: Apollos, 2013).

## NT639 (Greek Text) Assessments

**Assessments are submitted online via Moodle.**

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Late submission of assessment, without prior permission, will be taken into account in determining your mark.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time & within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>Tutorial paper</b> 2000 words - 35%</p>	<p>A paper on an aspect of Paul's theology: Write an essay of <b>2000</b> words on <b>ONE</b> of the following topics.</p> <ol style="list-style-type: none"> <li>1. Why did Paul write Romans? (Donfried, Karl P. ed. <i>The Romans Debate</i>. Rev. and exp. ed. Peabody, MA.: Hendrickson, 1991.)</li> <li>2. Is there a passage that is the centre of Romans? Give reasons for your answer.</li> <li>3. Is sanctification progressive or positional in Romans? (Peterson, David. <i>Possessed by God</i>. New Studies on Biblical Theology 1. Leicester: Apollos, 1995).</li> <li>4. What is the function of Romans 9-11 within the letter?</li> </ol> <p>Students will present on their Tutorial Paper in class, however the presentation is not assessed. Only the written Tutorial Paper submitted via Moodle will be assessed.</p>
<p><b>Exegesis Major Paper</b> 3,000 words - 40%</p>	<p>A paper on a passage within the selected passages in Romans: Write an exegetical essay (<b>3000</b> words) on <b>ONE</b> of the following passages in the <b>Greek</b> Text:</p> <ol style="list-style-type: none"> <li>1. Romans 3:21-31</li> <li>2. Romans 5:12-21</li> <li>3. Romans 6:1-10</li> </ol>
<p><b>Six Greek Exegesis Online Tests</b> These will be timed tests, with one hour allowed to complete each test. You will be expected to write about 250 words for each test -25%</p>	<p>The six one-hour online tests will cover grammatical and exegetical matters from the week's translation task. You will not know beforehand which weeks the tests will be held. You will be advised of each test at the end of the relevant class.</p>



## Guide to Assessments

All students are expected to read the guidelines for written assignments provided in the ACT Handbooks, available in the library or online. You should also read the relevant sections of the QTC Student Manual.

All written work for this course should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions.)

All Greek and Hebrew cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Greek Hebrew and Roman Unicode ranges, but is not required. It is freely available from the SBL website: <http://www.sbl-site.org/educational/biblicalfonts.aspx>

The Learning Resources listed in this outline provide a beginning point for research for assessments for this course; students are expected to engage with the works listed there, but are not limited to these resources. The literature on Romans is massive, and you are encouraged to consult widely.

Do note carefully the *number of words required* for each assessment item, depending on whether you are enrolled for NT429 (based on the English Text) or NT439 (Greek Text) or NT629 (English Text) or NT639 (Greek Text).

### Assessment 1: Tutorial Paper

We need to achieve a spread of students over all the books/topics. We will not allocate beyond 3 students per book/topic until all books/topics have 3 students. You do not need to wait until the semester starts to request a topic, especially if you wish to purchase books early. If you have enrolled you will receive an email asking for your top 2 topic preferences. You will need to reply promptly to QTC Librarian, Annette McGrath, to improve the likelihood of being allocated your preferred topic.

For the 429/439 paper you only need to consult the one book (though reading reviews can be helpful).

For the 629/639 paper, your task is **not** one of reviewing the book. Rather, you are required to answer the given question. While for questions 1 and 3 you could answer the question from the suggested book alone, for Masters level work you should be consulting more widely (i.e. Don't expect a high mark without going wider).

This paper is designed to assess your ability to research modern scholarship on an aspect of Paul's theology, and critique that scholarship. As you do so, you will gain an increased appreciation of the purpose, content, structure and themes of Romans. This will provide a foundation for later assessments. The tutorial paper should be written in standard essay format.

You will present your Tutorial Paper to the class on the Thursday that is allocated to your group. See the schedule on page 9 of this outline. The class presentation is not assessed. The aim is for you to share with your fellow students what you have learnt. It is up to your group how you do the presentation. Please do not read your papers. Present it in a way that helps us all learn. Make sure you cover:

- What is the key idea of the book?
- Is there a problem it is addressing?
- What is its solution?
- The strengths and weaknesses of the book?
- Would you recommend it to others? Why? Why not?

## Assessment 2: Exegesis Major Paper

Purpose:

1. To assess your ability to exegete the chosen passage in detail and critically interact with scholarship on that passage.
2. To assess your ability to build a sustainable argument for how you believe the passage should be interpreted.

There are two parts to this task:

Introduction, Setting and Structure; and  
Translation, Analysis and Synthesis

Below are the component building blocks of the exegesis paper. However, it is primarily an essay arguing for a particular interpretation of the passage.

### Introduction, Setting and Structure:

- *Introduction*: a brief statement of intent or purpose.
- Mention the *authorship*, and defend it if controverted.
- Discuss the *historical setting* of the passage (time, place, occasion of writing and recipients).
- Discuss the *canonical setting* of the passage (where it fits into Romans, and perhaps where it fits in the wider framework of Paul's epistles).
- Describe the *immediate context* of your passage, and explain and defend its *boundaries* as a self-contained unit of Scripture.
- You may need to discuss *critical questions* about which is the best *text* of the passage, especially if you are studying Romans in Greek.
- Describe the *structure* of the passage and its *literary features*, including its literary genre (narrative, poetry etc).

**Translation, Analysis and Synthesis:** This is the heart of your task.

### Translation and Grammatical Remarks:

- *Translate* the passage, taking textual variants into account.
- Study carefully *key words or phrases*, historically and within the present context.
- Provide a detailed *grammatical discussion of significant issues* (though NOT simply the parsing of individual words).
- Attempt to *give a solution* for any grammatical and exegetical problems.
- Remember that your *structural outline* should provide the basic outline of your approach to the passage.
- The conclusions that you have drawn from your discussion of *critical questions* should be incorporated here.

### Analysis of the Passage:



- Give a faithful *exposition of the meaning of the passage*, on the basis of all the preceding work.
- *Compare or contrast* this passage with other passages that cover the same or similar topics.

**Synthesis and Conclusion:**

- Summarise *the message* of the passage.
- Outline any major *Biblical themes* that emerge from the passage.
- The synthesis will often involve the discussion of matters that first emerged in the *structural outline*.

Your paper should include a **bibliography** in the usual SBL format.

## **Assessment 3: Take-Home Exam**

### **English students: Exegesis Take-Home Exam**

You will be required to complete short answer questions from the passages covered and from the group reading task.

### **Greek students: Weekly online tests**

On six of the 13 weeks you will have a 60 minute online test covering the passage translated in class for that week. You will be expected to write about 250 words for your answers to each test. There will be questions on the grammar and meaning of constructions discussed in class. You will not know which weeks we have the test until after the class. The best preparation is to do the set translation and review it in class in preparation for the possible test that week.

## **Preaching Romans Discussions:**

On the days we discuss preaching the chapters of Romans, we will use the following as a guide:

READ THE PASSAGE

How many sermons in this passage? Divide where?

Where are the units of thought to divide your sermon?

What is the big picture of the passage you want to present in the sermon?

What are the mains exegetical points you want to highlight?

- How will you tie these into the main point?

How would you structure your teaching of this?

- How does the structure of your sermon line up with the flow / structure of the passage?
- Are you going verse by verse, or are you pulling out themes or plot developments?

Where does the passage touch base with our culture and society?

- in agreement?
- in contrast?

How would we apply this to our people living in this culture and society?

How does the passage touch base with us in relation to God/Jesus?

How would we apply this to our people to encourage them to live for Jesus?

How does this passage feel?

- encouraging? rebuking? etc?

How would you capture/communicate this?

How would your sermon feel?

Summary:

The sermon in one sentence.

The application in one sentence

## Learning Resources

### ESSENTIAL REFERENCES

The basic text books for the unit will be:  
A good commentary on Romans such as:

Schreiner, T. R. *Romans*. BECNT. Grand Rapids, MI.: Baker, 1998.

Moo, D. J. *The Epistle to the Romans*. New International Commentary on the New Testament. Grand Rapids, Mich.: Eerdmans, 1996.

*These two are the type of commentary you would want on your shelf in Pastoral ministry.*

*The one below gives extensive attention to the Greek text, but is not as useful for pastoral ministry. It should supplement the above two, not replace them.*

Cranfield, C. E. B. *A Critical and Exegetical Commentary on the Epistle to the Romans*. The International critical Commentary 1. Edinburgh: T & T Clark, 1976. This works intensively with the Greek.

### NT 429/629 STUDENTS MUST HAVE:

Rosner, Brian S. *Paul and the Law: Keeping the Commandments of God*. New Studies in Biblical Theology 31. Leicester: Apollos, 2013.

Those doing Essay topics 1 and 3 might like to have a copy of:

Donfried, K. P. (ed.), *The Romans Debate*. Rev. and exp. ed. Peabody, MA: Hendrickson, 1991.

OR

Peterson, David. *Possessed by God*. NSBT 1. Leicester: Apollos, 1995.

### NT429/439 STUDENTS ONLY MUST HAVE ONE OF THE FOLLOWING:

O'Brien, P.T. *Gospel and Mission in the writings of Paul*. Grand Rapids, Mich.: Baker, 1995.

Seifrid, Mark A. *Christ, our Righteousness*. New Studies in Biblical Theology 9. Leicester: Apollos, 2000.

Burke, Trevor J. *Adopted into God's Family: Exploring a Pauline metaphor*. New Studies in Biblical Theology 22. Leicester: Apollos, 2006.

Harris, Murray J. *Slave of Christ: A New Testament metaphor for total devotion to Christ* New Studies in Biblical Theology 8. Leicester: Apollos, 1999.

Banks, Robert. *Paul's Idea of Community*. Sydney: Lancer, 1979.

### Students doing exegesis from the Greek text will also require the following:

*The Greek New Testament*, (4<sup>th</sup> Ed, United Bible Societies)

Students who wish to seriously pursue Greek studies should have a copy of *Bauer, Arndt, Gingrich and Danker (BDAG)*, (Uni of Chicago, 3rd Edition - but an older edition would do)

**OTHER REFERENCES**

\*Recommended as sound

# suspect but challenging or influential

**Pauline Theology**

Bassler, J., *Navigating Paul: An Introduction to Key Theological Concepts*. Louisville, KY: Westminster John Knox, 2007.

#Dunn, J. D. G. *The Theology of Paul the Apostle*. Grand Rapids, MI: Eerdmans, 1998.

Dunn, J. D. G. (ed.), *The Cambridge Companion to St. Paul*. Cambridge: CUP, 2003.

#Esler, P. F. *Conflict and Identity in Romans: The Social Setting of Paul's Letter*. Minneapolis, MN: Fortress, 2003.

\*Fee, G. D. *Pauline Christology: An Exegetical Theological Study*. Peabody, MA: Hendrickson, 2007.

Fitzmyer, J. A., "Pauline Theology" in *The New Jerome Biblical Commentary*. Upper Saddle River, NJ: Prentice Hall, 1990.

Gorman, M. J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids, MI: Eerdmans, 2004.

Horsley, R. A. *Paul and Empire: Religion and Power in Roman Imperial Society*. Harrisburg, PA: TPI, 1997.

\*Westerholm, S., *Perspectives Old and New on Paul*. Grand Rapids, MI: Eerdmans, 2004.

#Wright, N. T. *The Climax of the Covenant*. Edinburgh: T & T Clark, 1991.

**Classics in Theology:**

\*Fee, G. D. *God's Empowering Presence*. Peabody, MA: Hendrickson, 1994.

Pate, C. M. *The End of the Age Has Come: The Theology of Paul*. Grand Rapids, MI: Zondervan, 1995.

Penna, R. *Paul the Apostle*. Vols I & II. Collegeville, MN: Liturgical, 1996.

#Sanders, E. P. *Paul and Palestinian Judaism*. London: SCM, 1977.

Stowers, S. K. *Rereading of Romans: Justice, Jews and Gentiles*. New Haven: Yale University, 1994.

Wright, N. T. *The Climax of the Covenant: Christ and the Law in Pauline Theology*. Minneapolis, MN: Fortress Press, 1992.

**General studies**

Chae, D. J-S., *Paul as Apostle to the Gentiles: His Apostolic Self-Awareness and its Influence on the Soteriological Argument of Romans*. Carlisle: Paternoster, 1997.

\*Gathercole, S. J., *Where is Boasting?* Grand Rapids, MI: Eerdmans, 2002.

Miller, J. C., *The Obedience of Faith, the Eschatological People of God, and the Purpose of*

*Romans*. Atlanta, GA: Society of Biblical Literature, 2000.

Soderlund, S. K. and N. T. Wright (eds), *Romans and the People of God*. Grand Rapids, MI: Eerdmans, 1999.

### **Commentaries**

Byrne, B., *Romans*. Sacra Pagina. Collegeville, MN: Liturgical, 1996.

#Dunn, J. D. G. *Romans*. 2 vols. WBC. Waco, TX: Word, 1988.

#Jewett, Robert and Roy D. Kotansky. *Romans: A Commentary*. Hermeneia. Minneapolis, MN: Fortress, 2007.

Kenner, Craig S. *Romans: a new covenant commentary*. NCC. Eugene, OR: Cascade, 2009.

\*Kruse, Colin G. *Paul's Letter to the Romans*. Pillar. Grand Rapids, MI: Eerdmans, 2012.

\*Longenecker, Richard N. *The Epistle to the Romans*. NIGTC. Grand Rapids, MI: Eerdmans, 2016.

\*Moo, D. J. *The Epistle to the Romans*. New International Commentary on the New Testament. Grand Rapids, Mich.: Eerdmans, 1996.

Moo, Douglas J. *Romans*. NIVAC. Grand Rapids, MI: Zondervan, 2000.

\*Schreiner, T. R. *Romans*. BECNT. Grand Rapids, MI.: Baker, 1998.

Stowers, S. K. *Rereading of Romans: Justice, Jews and Gentiles* (New Haven: Yale University, 1994).

Westerholm, S. *Understanding Paul: The Early Christian Worldview of the Letter to the Romans* (2nd ed.; Grand Rapids: Baker, 2004).

\*Witherington, B. *Paul's Letter to the Romans: A SocioRhetorical Commentary* (Grand Rapids: Eerdmans, 2004).

#Wright, N. T. *Romans*. Vol. 10 of *The New Interpreter's Bible*. Edited by Leander E. Keck. Nashville, TN: Abingdon, 2008.

Ziesler, John. *Paul's Letter to the Romans*. TPI New Testament Commentaries. London: SCM, 2005.

### **Classics:**

Calvin, John. *Commentaries on the epistle of Paul to the Romans*. Translated by John Owen. Calvin's Commentaries. Grand Rapids, MI: Eerdmans, 1948.

Cranfield, C. E. B. *Romans: A Shorter Commentary*. Edinburgh: T & T Clark, 1985.

\*Cranfield, C. E. B. *The Epistle to the Romans* 2 vols. Edinburgh: T. & T. Clark. 1975-79.

\*Donfried, K. P. *The Romans Debate*. Peabody: Hendrickson, 1991.

Hay, D. M. and E. E. Johnson (eds), *Pauline Theology III: Romans*. Minneapolis, MN: Fortress, 1995.

Luther, Martin. *Commentary on the Epistle to the Romans*. Grand Rapids, MI: Zondervan, 1954.

#Nanos, M. D. *The Mystery of Romans: The Jewish Context of Paul's Letter*. Minneapolis, MN: Fortress, 1996.

#Stendahl, K. *The Final Account: Paul's Letter to the Romans*. Minneapolis, MN: Fortress, 1995.

Walters, J. C. *Ethnic Issues in Paul's Letter to the Romans: Changing Self-Definitions in Earliest Roman Christianity*. Valley Forge: TPI, 1993.

Wedderburn, A. J. M. *The Reasons for Romans*. Edinburgh: T & T Clark, 1991.

## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4