

Unit Outline



NT789

Romans: NT Seminar

Professor Tom Schreiner

QUEENSLAND THEOLOGICAL COLLEGE

About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Romans : NT Seminar**. 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.actheology.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

The magisterial letter to the Romans has exercised a great influence throughout church history. Some of the greatest theologians of church history (Augustine, Luther, Calvin, Barth) were profoundly influenced by the epistle to the Romans. A letter which has exercised such a great impact on the life of the church over the last two-thousand years is worthy of careful analysis. In this course we shall trace and translate Paul's argument in the epistle, examine some central theological themes, and discuss the implications of the letter for today's church.

Learning objectives

1. To interpret Romans in its historical context.
2. To develop one's ability to translate and analyze the Greek text of Romans.
3. To consider the theological implications of Romans.
4. To apply Romans to our lives as Christians today.

How this Unit Contributes to the Course

This unit is taught at the MA (700) level, and if successfully completed is worth 8 credit points towards the Australian College of Theology's Master of Arts (Theology) and Master of Arts (Ministry) courses. QTC offers a regular series of MA units which provide the opportunity to complete the MA (Theology) over 2 years full-time or up to 8 years part-time, as well as selected units towards the MA (Ministry). Further details regarding the MA in Theology at QTC are available at: <http://www.qtc.edu.au/master-of-masters-theology/>. It may be possible for students to apply the credit gained from completing this unit to MA-level qualifications beyond the Australian College of Theology (ACT). Students should contact the relevant non-ACT provider for details.

Pre-requisites and Co-requisites

Students need to have previously completed the equivalent of at least three years full-time theological study previously, such as a BTh, MDiv, BD, BMin or equivalent, from the Australian College of Theology, Moore Theological College, or another recognized provider. Students who are enrolled in the MDiv and have completed 64 credit points may enrol in this unit with the permission of QTC.

The unit is delivered as an ACT MA-level course, coded NT789.

How this unit is organized & what we expect of you

Students will be expected to attend all lectures, with the lectures being held in Intensive mode: Monday 23 May - Friday 27 May 2016.

The unit will be taught through 26 teaching hours, with five teaching periods per day for each day of the Intensive week. Each teaching day will commence at 9:30am and conclude at 3:30pm.

We will work through the text section by section as time affords us. There will be a mixture of lecture and discussion.

To complete the unit, students need to attend the Intensive classes with Prof. Thomas Schreiner, complete the set pre-reading, and submit all assignments at a satisfactory level. Full details regarding study at QTC and on matters such as using the QTC Library and applying for extensions on assessment due dates can be found in the QTC Student Handbook, available on the QTC website.

Teaching staff

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Dr Schreiner is James Buchanan Harrison Professor of New Testament Interpretation and Associate Dean of the School of Theology, The Southern Baptist Theological Seminary, Louisville, Kentucky, USA.
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Contacts

Prior to the Intensive, any questions about the unit in general should be addressed in the first instance to the QTC Registrar, Ted Brennan, at: registrar@qtc.edu.au

Unit timetable: topics & teaching and learning activities

Topics
MONDAY 23 May 2016
The Judging Righteousness of God in Romans 1-3
TUESDAY 24 May 2016
The Saving Righteousness of God in Romans 4-6
WEDNESDAY 25 May 2016
The Hope of the Righteous in Romans 7-8
THURSDAY 26 May 2016
The Righteousness of God in relation to Jews and Gentiles in Romans 9-11
FRIDAY 27 May 2016
The Righteousness of God in Everyday Life in Romans 12-16

NT789 Assessments

Pre-Intensive Assessment

Reading to be completed by Monday 23 May 2016 and a Critical Review to be submitted that day – please see Assessments on page 7 for details.

Students will be required to sign a declaration that the Pre-Reading has been completed.

Students are required to read pages 1-547 of the following Commentary on Romans:

Moo, Douglas J. *Romans*. NICNT. Grand Rapids, MI: Eerdmans, 1996.

It is recommended that, if possible, students also read the remainder of this commentary.

Please note that 3 copies of the pre-reading book have been placed in the QTC Library.

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 TASKS	DESCRIPTION
<p>Critical Review 1000 words Worth 10% of the total marks Due 23 May 2016</p>	<p>Write a 1000-word Critical Review of pages 1-547 of Douglas Moo's NICNT Commentary on Romans, as listed in the pre-reading for this unit. (This section of the commentary covers Chapters 1-8 of Romans.)</p>
<p>Theological Essay 3000 words Worth 40% of the total marks Due 29 July 2016</p>	<p>Theological Essay (3000 words): Critically evaluate the distinctives of NT Wright's OR J. D. G. Dunn's interpretation of Romans, and discuss the theological and practical implications at stake in the debate between the views of your chosen scholar and those who disagree with his approach to the letter.</p>
<p>Exegetical Paper 4000 words Worth 50% of the total marks Due 09 September 2016</p>	<p>Write a 4000-word Exegetical Paper on a paragraph in Romans containing about 4 to 9 verses. Please see the Guide to Assessment on pages 8 and 9 for details about how to write your exegetical paper.</p>

The Assessments for this unit will be marked by Rev Wesley Redgen, Senior Lecturer in New Testament and Greek at Queensland Theological College, and currently completing a PhD on Galatians.

Guide to Assessments

General Remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook (beginning on page 31).

All written work for this course for this course should conform to the guidelines of the *SBL Handbook of Style 2nd ed.* (with the exception of Australian spelling conventions).

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

The appended bibliography is offered as a beginning point for research in completing assessments for this course; students are expected to engage the works listed there, but not limit themselves to these resources.

Critical Review:

Outline briefly the approach taken by this commentary in interpreting Romans, and evaluate its effectiveness in determining the message of Romans 1-8.

Theological Essay

The essay should demonstrate the student's understanding of key issues and the ability to assess issues in light of the text of Romans. It should be written in clear and grammatical English with references to other sources when appropriate. Students are expected to display a thorough knowledge of the literature relevant to this topic. But the focus should be on the student's own assessment of the issue.

Exegesis Paper

Your paper should represent the kind of exegesis found in commentaries and scholarly journal articles. It is essential that you interact with scholarly commentaries and recent journal articles. Most importantly, defend your own view of the biblical text (interpretation of key exegetical questions and issues, as well as the meaning of the text as a whole), with reasons and evidence from the biblical text.

Your paper should contain the following elements:

1. Introduction. No more than two pages introducing the passage, the relation of the passage to its context, and the major issues that the passage addresses.
2. Commentary. The bulk of the paper should consist of a verse-by-verse commentary on the passage, weaving together the following features:
 - (a) regular reference to several English translations and, where possible, to the Greek text as well. Students should make use of concordances and other such tools to investigate relevant NT, OT, and early Jewish texts that might shed light on the passage;
 - (b) critical interaction with representative secondary sources (commentaries, articles, monographs).
3. Summary. No more than one page summarizing the argument of the passage.

Students must work closely with a chosen passage, defending the limits of the passage, discussing its context, structure, special issues of vocabulary and syntax, text-critical issues as they bear on interpretation. Students are expected to show a thorough and detailed engagement of the details of the text chosen for exegesis, with supporting engagement of secondary literature (especially on disputed points of interpretation). The focus of this assignment is on exegesis and interpretation; it is intended to stop short of application.

The following elements are very important:

1. Appeal to primary sources (e.g., ancient texts). Students should use appropriate tools (concordances, computer software, secondary sources) to identify key texts that illuminate words, phrases, or concepts in the text being analyzed.
2. Interaction with a selection of important secondary sources. Students should use at least eight commentaries, two of which should be from the pre-modern period (1800 or earlier). Use should also be made of a few monographs (e.g., technical studies of particular issues or texts) and books (general treatments of matters that impinge on the text [e.g., Pauline theologies]). Students should also interact with at least two key articles.
3. A focus on the student's own evaluation of the text in light of interaction with primary and secondary sources.
4. Clear and grammatical English and appropriate academic format.

Learning Resources

Essential Textbooks

Moo, Douglas J. *Romans*. NICNT. Grand Rapids, MI: Eerdmans, 1996.

Books associated with the Assessments

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

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

The following are helpful books for further study of Romans.

Cranfield, C. E. B. *A Critical and Exegetical Commentary on the Epistle to the Romans*. 2 vols. ICC. Edinburgh: T. & T. Clark, 1979.

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

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

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

Schreiner, Thomas R. *40 Questions About Christians and Biblical Law*. Grand Rapids, MI: Kregel, 2010.

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

The following are some helpful starting points for study of key Pauline themes:

Burke, Trevor J. *Adopted into God's Family: Exploring a Pauline metaphor*. NSBT 22. Leicester: Apollos, 2006.

Carson, D. A., Peter Thomas O'Brien, and Mark A. Seifrid eds. *The Paradoxes of Paul*. Vol. 2 of *Justification & Variegated Nomism*. Grand Rapids, MI: Baker, 2004.

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

Rosner, Brian S. *Paul and the Law: Keeping the Commandments of God*. NSBT 31. Leicester: Apollos, 2013.

Seifrid, Mark A. *Christ, our Righteousness*. NSBT 9. Leicester: Apollos, 2000.

Westerholm, Stephen. *Perspectives Old and New on Paul: The "Lutheran" Paul and His Critics*. Grand Rapids, MI: Eerdmans, 2004.

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