

NT 605 ACTS/PAUL BOOK STUDY: ROMANS SPRING 2019

Last revised: Monday, February 04, 2019

This syllabus is intended to give the student guidance in what may be covered during the term and the textbooks that will be required; it will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes as course needs arise.

MISSIO'S MISSION

To prepare missional leaders who incarnate the story of Jesus with humility and authenticity and who communicate the story with fidelity to Scripture, appreciation of the Christian tradition, and sensitivity to the needs and aspirations of postmodern culture.

COURSE FORMAT

This course delivers instruction in two or more modes, such as in the classroom, via the E-campus course site, through field experiences, and more. Students are required to participate in all the in-class and outside-of-class instructional sessions as noted in this syllabus. Outside-of-class instruction typically is required and is *not* considered part of the course's homework hours. The delivery of the outside-of-class instruction varies: it can include recorded lectures, narrated slide presentations, instructor-guided discussion boards, instructor-moderated collaborative assignments, and text-based lectures with study questions and/or teleconferencing. Occasionally the outside-of-class instructional session will be synchronous ("real time") via web conferencing software such as WebEx. All required instructional sessions are described in this syllabus. The document [Hybrid Courses – Important Things to Know](#) is posted on Missio's website. Students are responsible to know and follow these guidelines. Please read this information carefully.

DATES AND TIMES

This class meets on the Main Campus in RM 28 on Mondays, 9:30 am until 12:15 pm, from February 4, 2019 until May 6, 2019. Students should login to the E-campus course site prior to the first class session.

ONLINE PARTICIPATION STANDARDS

Attendance in this course constitutes both 1) coming to class and 2) logging in to the E-campus course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course. Students should login to the course site regularly, especially when participating in discussion boards or collaborative assignments.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students may email the instructor at any time if they have questions about the course.

PROFESSOR

Name Steve Taylor
Phone # Office: 215-368-5000 ext. 136; or Home: 215-782-8794
Email taylor2@biblical.edu or stephen.sherwood.taylor@gmail.com

Contacting the professor:

- Email is answered typically within 24 hours of receipt, except when received on Sunday. Email received on Sunday is answered on Tuesday.
- Office hours at my office on the 2nd floor of the McRae House are Tuesdays from 2-4 p.m. or by appointment (a good time would be after class on Tuesdays).

To schedule a virtual, phone, or in office appointment with the professor, email your desired day and time at least 12 hours in advance

COURSE DESCRIPTION

Paul the Apostle clearly understood the significance of what the God of Israel had done in sending Jesus and the Spirit “in the fullness of time.” When God chose to reveal his Son in and through Paul to the first-century, Greco-Roman world, he inspired Paul to be both a missional and a theological trailblazer for the Christian movement. Thankfully we possess not only a second hand account of his career (parts of Acts), but we also have a series of letters by him written in some very concrete and specific circumstances. We will be questing after a better understanding of Paul’s thought and practice by focusing on Romans, his longest letter.

Romans has been perceived, at least in Protestant circles, as Paul’s most developed letter, a virtual compendium of Christian doctrine. As a result, Romans has often been reduced to a series of prooftexts or theological loci ready to be deployed in doctrinal debate or in evangelism or apologetics. The unity of the letter was seen to stem from the doctrinal system behind it rather than from the sustained argument that Paul had to make within particular circumstances in his apostolic career. Recent scholarship on Romans has, however, gone a long way towards recovering the situation that prompted the letter. And contrary to worried expectations, particularizing Paul message in the letter has actually broadened and deepened the letter’s appeal and relevance to the Church universal. The redemptive-historical depth and the sociological breadth of the letter can now be fully felt, without losing any of its powerful soteriological edge.

PERSONAL NOTE FROM THE PROFESSOR

Paul has been one of my principal teachers all my life. I was raised on his letters, and the stories about him in the book of Acts, Galatians, and parts of the Corinthian correspondence have long been both of devotional and academic interest. Romans, in particular, has challenged me with the breadth of its vision and the complexity of its argument! But I’ve been a slow learner. At times I foolishly imagined that I had Paul figured out. But then I discovered that Paul was not as concerned about my personal salvation as he was about the triumph of Abraham’s God in Jesus the Messiah. New vistas of God’s greatness and grace opened up for me around Paul’s conviction of the climactic centrality of Jesus the Messiah and the gift of the Spirit. I look forward to exploring these vistas further in your company and with your help.

--Stephen S. Taylor

SYLLABUS

This syllabus provides an overview of the course and course requirements. Students are responsible to know the content of the syllabus and follow the course schedule. Questions about the syllabus or schedule should be emailed to the professor promptly and will generally be answered in an email to the entire class so that everyone is informed.

PROGRAM GOALS AND COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES
<p>Goal 1: Students will live grace-based lives increasingly characterized by wisdom, the fruit of the Spirit, and love for God and others.</p>	<p>4. Spell out lines of impact and application from Romans that will prove fruitful for ministry and mission in your 21st century context.</p> <p>5. Understand the role of the death and resurrection of Jesus and the Spirit in Paul’s conception of the gospel so that you can</p>

	begin living out its implications personally, in community, and before a watching world.
Goal 3: Students will demonstrate knowledge of the Bible & its missional perspective and their ability to humbly interpret and apply it in light of history, culture, and genre.	<ol style="list-style-type: none"> 1. Appreciate Romans (and, by extension, all of Paul’s letters) as a real letter written within and in response to a very specific context and direct to it (and to them) more appropriate and thoughtful questions. 2. Explain and evaluate the most important issues animating Pauline scholarship today. 3. Articulate the profound message of Romans and relate it to the larger themes of Paul’s understanding of the gospel about Jesus, the Crucified and Raised Messiah and the climax of the story of God and his people. 4. Spell out lines of impact and application that will prove fruitful for ministry and mission in your 21st century context.

COURSE INSTRUCTIONAL HOURS

INSTRUCTION TYPE	RELATED OBJECTIVES	HOURS TO COMPLETE
1. Classroom sessions	All	32.5 hours
2. Pre-recorded audio lectures by Bruce Longenecker and N. T. Wright and others, with Listening Quizzes	All	4 hours
Total instructional hours		3 credit course
		36.5 hours

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COURSE ASSESSMENTS AND HOMEWORK HOURS

Assessments are graded assignments that measure a student’s mastery of the course content. Homework is course work in addition to the instruction listed above.

ASSESSMENTS AND HOMEWORK HOURS	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME	DUE DATE
Reading and reflection (general)	All	n.a.	40 hours	See Course Schedule below
Mid-term Exam	1, 2, 3	20%	3 hours	See Course Schedule below
Listening/Reading Quizzes (4)	All	16%	n.a.	See Course Schedule below
Greek quizzes (4)	3, 4	24%	12 hours	See Course Schedule below
Debate	3, 4	5%	5 hours	See Course Schedule below
Research Paper	All	30%	20 hours	Last day of the term
Class Participation	All	5%	n.a.	
Total estimated time on homework		100%	80 hrs total for 3 credit course	

Note: All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See “Completion of Course Work” below.

REQUIRED READING AND MATERIALS

NOTE: Hyperlinks to Amazon.com are placed here for your convenience. However, please be aware that there may be other websites (by publishers or by other ebook publishers) that may sell the same item for cheaper prices. Please shop around! In addition, some sites offer ebook rental prices for a limited number of weeks. These may also be cost effective. However, be sure to buy the right edition and recognize some of the smaller sellers may not deliver books in a timely fashion.

[Grieb, A. Katherine. *The Story of Romans: a Narrative Defense Of God's Righteousness*. Louisville, Ky: Westminster John Knox Press, 2002.](#)

[Kirk, J. R. Daniel. *Unlocking Romans: Resurrection and the Justification of God*. Wm. B. Eerdmans Publishing Company, 2008.](#)

Strom, Mark. Audio lecture on Paul (in his missionary context): to <http://www.gospelconversations.com/mark-stroms-talk/> or <http://m.soundcloud.com/gospelconversations/20110409-152158>.

A packet of essays, several of which can be found in Karl Donfried's excellent collection, *The Romans Debate* (see the bibliographic entry below), and others as photocopies at the reserve desk in the library. E.g.:

- Dunn, James D. G. “Appendix 1: Once More, ΠΙΣΤΙΣ ΧΡΙΣΤΟΥ.” In *The Faith of Jesus Christ*, 249–71. Second Edition. Grand Rapids, MI and Cambridge: Wm. B. Eerdmans Publishing Co., 2002.
- Hays, Richard B. “Appendix 2: Pistis and Pauline Christology: What Is at Stake?” In *The Faith of Jesus Christ*, 272–97. Second Edition. Grand Rapids, MI and Cambridge: Wm. B. Eerdmans Publishing Co., 2002.
- Taylor, Stephen S. “Some Careful Distinctions Regarding Covenantal Nomism.” Unpublished Paper, Westminster Theological Seminary, 2006.
- Weima, J. A. (1995). “The Pauline Letter Closings: Analysis and Hermeneutical Significance.” *Bulletin for Biblical Research*, 5, 177-98.
- Wright, N. T. *The Climax of the Covenant: Christ and the Law in Pauline Theology*. Edinburgh, Scotland: T & T Clark, 1991. **Chapters Seven and Eight.**

Regular Access to one of the commentaries listed below under “Recommended Texts and Materials/
Important Commentaries”

A Greek New Testament (to be brought to every class)

A Bible in your mother-tongue (to be brought to every class)

RECOMMENDED MATERIALS

Important Commentaries

Barth, Karl. *A Shorter Commentary on Romans*. Edited by Maico M. Michielin. Translated by David H. Van Daalen. Barth Studies. Aldershot, England: Routledge, 2007.
<http://biblical.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=270422&site=ehost-live&scope=site>.

*Cranfield, C. E. B. *A Critical and Exegetical Commentary on the Epistle to the Romans*. Vol. 2 vols. International Critical Commentaries. Edinburgh: T & T Clark, 1975.

- *Dunn, James D. G. *Romans*. 2 Volumes. Word Biblical Commentary, 38. Dallas, TX: Word Books, Publisher, 1988.
- Fitzmyer, Joseph A. *Romans: A New Translation with Introduction and Commentary*. New York; London: Doubleday, 1993.
- Johnson, Luke Timothy. *Reading Romans: A Literary and Theological Commentary*. Macon, Ga: Smyth & Helwys Publishing, Incorporated, 2013.
- Keck, Leander E. *Abingdon New Testament Commentaries: Romans*. Nashville: Abingdon Press, 2005.
- *Matera, Frank J. *Romans*. Grand Rapids, Mich: Baker Academic, 2010.
- Morgan, Robert. *Romans*. New Testament Guides. Sheffield, England: Sheffield Academic Press, 1995.
<http://biblical.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=378561&site=ehost-live&scope=site>.
- *Moo, Douglas J. *Romans*. Grand Rapids, Mich: Zondervan Publishing House, 2000.
- Morris, Leon. *The Epistle to the Romans*. 1st edition. Grand Rapids, Mich. : Leicester, England: Wm. B. Eerdmans Publishing Co., 1988.
- Murray, John. *Epistle to the Romans: The English Text With Introduction, Exposition, and Notes*. New edition edition. Grand Rapids, Mich: Eerdmans Pub Co, 1980.
- Stowers, Stanley Kent. *A Rereading of Romans: Justice, Jews, and Gentiles*. New Haven: Yale University Press, 1994.
- [*Wright, N. T. "The Letter to the Romans." In *The New Interpreter's Bible : Acts - First Corinthians, 10:395-770. The New Interpreter's Bible: A Commentary in Twelve Volumes. Nashville, TN: Abingdon Press, 2002.*](#)
- Wright, N. T. *Paul for Everyone: Romans*. London: SPCK, 2004.

Monographs and Articles (some having to do with Pauline thought generally)

- Abasciano, Brian J. *Paul's Use of the Old Testament in Romans 9:1-9 an Intertextual and Theological Exegesis*. 1 online resource (xi, 265 pages). vols. Library of New Testament Studies ; 301. London ; T & T Clark, 2005.
<http://biblical.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=378413&site=ehost-live&scope=site>.
- Achtemeier, Paul J. "Unsearchable Judgements and Inscrutable Ways: Reflections on the Discussion of Romans." In *Pauline Theology Volume IV: Looking Back, Pressing On*, edited by E. Elizabeth Johnson and David M. Hay, 3-21. Atlanta: Scholars Press, 1997.
- Badenas, Robert. *Christ the End of the Law : Romans 10.4 in Pauline Perspective*. Journal for the Study of the New Testament Supplement Series. Sheffield: Sheffield Academic Press, 1985.
<http://biblical.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=378256&site=ehost-live&scope=site>.
- Barclay, John M. G. *Paul and the Gift*. Grand Rapids, Michigan: Eerdmans, 2015.
- Bekken, Per Jarle. *The Word Is near You a Study of Deuteronomy 30:12-14 in Paul's Letter to the Romans in a Jewish Context*. 1 online resource (xiii, 294 pages). vols. Beihefte Zur Zeitschrift Für Die Neutestamentliche Wissenschaft Und Die Kunde Der Älteren Kirche, 0171-6441 ; Bd. 144; Beihefte Zur Zeitschrift Für Die Neutestamentliche Wissenschaft Und Die Kunde Der Älteren Kirche ; Beiheft 144. Berlin ; Walter de Gruyter, 2007.
<http://biblical.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=558057&site=ehost-live&scope=site>.
- Bird, Michael F. (2007). *The Saving Righteousness of God: Studies on Paul, Justification and the New Perspective*. Milton Keynes, UK: Paternoster.
- Bird, Michael F. and Preston M. Sprinkle (2010). *The Faith of Jesus Christ: Exegetical, Biblical, and Theological Studies*. Hendrickson Publishers.
- Blackwell, Ben C., John K. Goodrich, and Jason Maston. *Paul and the Apocalyptic Imagination*. Fortress Press, 2016.

- Bruce, F.F. *Paul: Apostle of the Heart Set Free*. Grand Rapids, MI: Eerdmans, 2000.
- Bryan, Christopher. *A Preface to Romans : Notes on the Epistle in Its Literary and Cultural Setting*. Oxford: Oxford University Press, 2000.
<http://biblical.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=151360&site=ehost-live&scope=site>.
- Campbell, Douglas Atchison. *The Rhetoric of Righteousness in Romans 3.21-26*. Journal for the Study of the New Testament. Supplement Series. Sheffield: Sheffield Academic Press, 1992.
<http://biblical.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=378154&site=ehost-live&scope=site>.
- Christophersen, Alf, and A. J. M. Wedderburn. *Paul, Luke and the Graeco-Roman World : Essays in Honour of Alexander J.M. Wedderburn*. Journal for the Study of the New Testament. Supplement Series. London: T & T Clark International, 2003.
<http://biblical.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=378139&site=ehost-live&scope=site>.
- Donfried, Karl P, ed. *The Romans Debate*. Rev. and expanded ed. Peabody, MA: Hendrickson Publishers, 2005
- Dunn, J. D. G. "How New Was Paul's Gospel? The Problem of Continuity and Discontinuity." In *Gospel in Paul: Studies on Corinthians, Galatians and Romans for Richard N. Longenecker*, edited by Anne Jervis and Peter Richardson, 367–88. Journal for the Study of the New Testament. Supplement Series 108. Sheffield, England: Sheffield Academic Press, 1994.
- Dunn, James D. G. *The Theology of Paul the Apostle*. Grand Rapids, Mich.: W.B. Eerdmans Pub., 2006.
 _____. (1994). *The Justice of God: A Fresh Look at the Old Doctrine of Justification by Faith*. Grand Rapids, MI: Eerdmans.
- Elliott, Neil. *The Rhetoric of Romans : Argumentative Constraint and Strategy and Paul's Dialogue with Judaism*. Journal for the Study of the New Testament. Supplement Series. Sheffield, England: Sheffield Academic Press, 1990.
<http://biblical.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=378144&site=ehost-live&scope=site>.
- Engberg-Pedersen, Troels. *Paul in His Hellenistic Context*. Minneapolis: Fortress Press, 1995.
- Gaffin, R.B. *Resurrection and Redemption: A Study in Paul's Soteriology*. (2nd ed.). Phillipsburg, N.J: Presbyterian and Reformed Pub. Co., 1987.
- Gamble, Harry Y. *The Textual History of the Letter to the Romans*. Studies and Documents, 42. Grand Rapids: Eerdmans, 1977.
- Garlington, Don B. *Faith, Obedience, and Perseverance: Aspects of Paul's Letter to the Romans*. Tübingen: J.C.B. Mohr, 1994.
- Gathercole, Simon J. *Where Is Boasting?: Early Jewish Soteriology and Paul's Response in Romans 1-5 / Simon J. Gathercole*. Grand Rapids, Mich: Eerdmans, 2002.
- Gorday, Peter. *Principles of Patristic Exegesis: Romans 9-11 in Origen, John Chrysostom, and Augustine*. Studies in the Bible and Early Christianity. New York: Edwin Mellen Press, 1983.
- Grieb, A. Katherine. *The Story of Romans: a Narrative Defense Of God's Righteousness*. Louisville, Ky: Westminster John Knox Press, 2002.
- Haacker, Klaus. *The Theology of Paul's Letter to the Romans*. New Testament Theology. Cambridge, UK: Cambridge University Press, 2003.
<http://biblical.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=125009&site=ehost-live&scope=site>.
- Hays, R.B. *The Moral Vision of the New Testament: Community, Cross, New Creation: A Contemporary Introduction to New Testament Ethics*. (1st ed.) San Francisco: Harper San Francisco, 1996.
- Holder, R. Ward, and Kathy Ehrensperger. *Reformation Readings of Romans*. Romans Through History and Cultures Series. London: T & T Clark International, 2008.
<http://biblical.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=378378&site=ehost-live&scope=site>.

- Howard, George E. "Christ the End of the Law. The Meaning of Romans 10:4ff." *Journal of Biblical Literature* 88 (1969): 331–37.
- Jervis, L. Ann, and Peter Richardson, eds. *Gospel in Paul: Studies on Corinthians, Romatians and Romans for Richard N. Longenecker*. Sheffield, England: Sheffield Academic Press, 1994.
- Kirk, J. R. Daniel. *Unlocking Romans: Resurrection and the Justification of God*. Wm. B. Eerdmans Publishing Company, 2008.
- Lim, Sung U. "A Double-Voiced Reading of Romans 13: 1-7 in Light of the Imperial Cult : Original Research." *HTS: Theological Studies* 71, no. 1 (2015): 1–10.
- Martin, Brice L. *Christ and the Law in Paul*. Supplements to Novum Testamentum, 62. Leiden: E. J. Brill, 1989.
- Nanos, Mark D. "God, Israel, and the Gentiles: Rhetoric and Situation in Romans 9-11." *Catholic Biblical Quarterly* 63, no. 1 (Ja 2001): 152–54.
- _____. *The Mystery of Romans: The Jewish Context of Paul's Letter*. Minneapolis: Fortress Press, 1996.
- O'Brien, P.T. "Was Paul a covenantal nomist?" In Carson, D.A., O'Brien, P.T., & Seifrid, M.A. (Eds.), *Justification and variegated nomism, Vol. 2 – The paradoxes of Paul* (pp. 249-296). Grand Rapids, MI: Baker Academic, 2004.
- Porter, Calvin L. "New Paradigm for Reading Romans : Dialogue between Christians and Jews." *Encounter* 39, no. 3 (Sum 1978): 257–72.
- Ridderbos, H. *Paul: An Outline of His Theology*. Grand Rapids, MI: Eerdmans, 1992.
- Rodriguez, Rafael. *If You Call Yourself a Jew: Reappraising Paul's Letter to the Romans*. Eugene, Oregon: Cascade Books, 2014.
- Sanders, E. P. *Paul: The Apostle's Life, Letters, and Thought*. Fortress Press, 2015.
- Soderlund, Sven, and N. T Wright, eds. *Romans and the People of God: Essays in Honor of Gordon D. Fee on the Occasion of His 65th Birthday*. Grand Rapids, Mich: Eerdmans, 1999.
- Stowers, Stanley K. "Paul's Interlocutor in Romans 2: Function and Identity in the Context of Ancient Epistolography." *Journal of Theological Studies* 56, no. 2 (O 2005): 561–65.
- _____. "Romans 7.7-25 as a Speech-in-Character (Prosopopoiia)." In *Paul in His Hellenistic Context*, edited by Troels Engberg-Pedersen. Minneapolis: Fortress Press, 1995.
- Strom, M. (2000). *Reframing Paul: Conversations in Grace & Community*. Downers Grove, IL: InterVarsity.
- Thompson, Michael. *Clothed with Christ: The Example and Teaching of Jesus in Romans 12:1-15:13*. Journal for the Study of the New Testament Supplement Series, 59. Sheffield: Sheffield Academic Press, 1991.
- Wagner, J. Ross. *Heralds of the Good News : Isaiah and Paul in Concert in the Letter to the Romans*. Boston: Brill, 2003.
- Watson, Francis. *Reading Romans in Context: Paul and Second Temple Judaism*. Edited by Ben C. Blackwell, John K. Goodrich, and Jason Maston. Grand Rapids, Michigan: Zondervan, 2015.
- Weima, J.A.D. "The Pauline letter closings: Analysis and hermeneutical significance," *Bulletin for Biblical Research* 5 (1995): 177-198.
- Windsor, Lionel J. *Paul and the Vocation of Israel : How Paul's Jewish Identity Informs His Apostolic Ministry, with Special Reference to Romans*. Beiheft Zur Zeitschrift Für Die Neutestamentliche Wissenschaft. Berlin: De Gruyter, 2014.
- <http://biblical.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=753968&site=ehost-live&scope=site>.
- Wright, N. T. (1991) *The Climax of the Covenant: Christ and the Law in Pauline Theology*. Edinburgh, Scotland: T & T Clark.

COURSE PROCEDURES AND REQUIREMENTS

Attendance Policy and Grades

Students are expected to login to the E-campus course site regularly and participate in the course activities in a timely manner.

Completion of Course Work

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic affairs committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on Missio's website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

Policies and Procedures

Since each class period represents a week's work, only two unexcused absences are permitted in the course of 12-week semester. A third absence will result in a grade reduction. A fourth unexcused absence may result in failing the course.

All out-of-class assignments must be submitted electronically, using E-Campus, by the time indicated on the schedule below. Late assignments will be accepted but their grades may be docked. The assignments should conform to a standard academic format (Turabian or Chicago Manual of Style) unless otherwise noted in the individual rubrics for each assignment (i.e., one inch margins all around, double-spaced, Times New Roman font, 11 or 12 point, footnotes and bibliography in proper form). Note that page requirements do not count the title or reference pages.

Students should name their assignments files, before uploading them to E-Campus, according to the following pattern: <lastname>< firstname-->< assignment title>, where the assignment title matches the title given in the syllabus. As an example, if I were to submit the first reflection paper described below under Session Assignments, I would entitle my file: Taylor Stephen--Assignment 1. An exception is the case of the "scribe" discussed under "Group Reflections" above.

ASSIGNMENT DESCRIPTIONS AND GRADING

- 1. Greek (translation and syntax) Quizzes—for four major sections of Romans, the instructor will specify a subsection to be translated and syntactically analyzed in preparation for an in-class quiz. Quizzes will focus on one or two verses within the assigned subsection and will test students' ability to parse or decline forms, and translate and grasp syntactically significant features.**
Quizzes will usually take about 20 minutes of class time.
- 2. Short Objective Mid-Term Exam—Students will take 45 minute objective test at the beginning of the class period indicated in the Course Schedule. The mid-term will focus on the introductory material of the first 3 class sessions.**
Normal discussion and lectures will follow immediately after.
- 3. Pauline Issues Debate—The class will be divided into teams in order to prepare and present one or two debates, depending on course enrolment/class size. The decision on the debate topic(s) will be made after the first class meeting.**
- 4. Final Paper—This year MDiv students will write an 8-10 page paper on the topic, "What Romans Teaches about Justification." This is obviously a more synthetic topic, requiring that you make connections between (1) exegesis of specific texts in Romans and in some parallel Pauline texts, (2) the rhetorical-theological thrust of the entire letter, and (3) the church's reflection on the truths about salvation and its way of articulating those truths. Keeping an eye on these three foci, you may**

structure the paper any way you see fit. Some (but certainly not all) of the questions you might want to try to answer as you research your paper might include:

a. What does my tradition say about “justification”? In other words, what concept does that word name? What framework does that concept presuppose? (All this should be a fairly minor part of your paper; no more than 2 pages.)

b. Did Paul in Romans use the corresponding Greek words in precisely the same way as my tradition does? What, if anything, is different about Paul’s usage—Concept? Framework?

c. If you perceive a difference between Paul and your tradition on this and related points, is the difference a good and necessary one given the different cultural contexts or does your tradition need some correction back toward Paul’s understanding of the word (and its concept or framework of meaning? What are the dangers and payoffs of each understanding?

Each paper will include a no-more-than-one-page Abstract summarizing the argument/findings of your paper. These will be shared with the rest of the class during our last class meeting and will form part of the basis of our discussion on that day.

More instructions will be given in class, but papers will be graded using the following rubric

	Excellent	Satisfactory	Poor
Charitable and self-critical interaction and tone	5 pts	3-4 pts	2 or less
Careful use of a variety of scholarly and critical sources (minimum of 10)	15 pts	11-13 pts	10 or less
Honest and critical grappling with the most important justification texts in the letter to the Romans	25 pts	20-22 pts	19 or less
Honest and critical grappling with other relevant Pauline texts.	25 pts	20-22 pts	19 or less
Accurate and thorough research within the paper’s scope	10 pts	7-8 pts	6 or less
Thoughtful Implications and applications for the Church	15 pts	11-13 pts	10 or less
Care in presentation (typing, grammar and syntax, clarity and logic of argument	5 pts.	3-4 pts	2 or less

STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

1. **Academic Policies:** Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the [Academic Catalog](#) and all requirements concerning their degree programs.
2. **Course Syllabus:** Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should email the professor about issues related to course work and deadlines during the course. See the [Academic Catalog](#) for policies on course extensions.
3. **E-campus Course Site:** Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Students who experience difficulty accessing or using the E-campus should email helpdesk@biblical.edu and include their student ID# in their correspondence.
4. **Academic and General Integrity:** As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Academic Catalog. See the [Academic Catalog](#) for more information on plagiarism and policies related to cheating and plagiarism.
5. Missio Seminary recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses,

malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program.

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing

COURSE SCHEDULE

DATE	IN CLASS	OUTSIDE-OF-CLASS OR ONLINE
Monday, 2/4/19	Topic: <i>House-keeping, the Romans Debate, Methodological Issues, Paul's Narrative World</i> Assignment due: none required; but it would be a great idea to read Romans through 2 or 3 times in different versions/translations of the letter. Note passages that seem unclear to you. These question can become the basis for fruitful in-class discussions.	No activity at this time.
This week: <ul style="list-style-type: none"> Read the Taylor and O'Brian pieces. Listen to Mark Strom's Discussion of Paul¹ (about 1 hr and 50 minutes) that will help fill out Paul's understanding of and attitude toward the Gentile world. Read the "Introduction" section in Wright, 	In class, after introducing the course and discussing the Syllabus, we will be discussing the Romans Debate, the thought world of Paul and other early Jewish Christians. The big methodological-hermeneutical question we will be beginning to wrestle with is the value of background information for understanding Paul (and the rest of Bible): does it matter that Paul was a very committed Pharisee before he started preaching Christ? What and how much difference should this make to our understanding of the letter?	No activity at this time.

¹ Point your web browser to <http://www.gospelconversations.com/mark-stroms-talk/> or <http://m.soundcloud.com/gospelconversations/20110409-152158>.

<p>“The Letter to the Romans” <i>or in any of the commentaries listed above</i> (you are to avoid all popular level commentaries in this course)</p> <ul style="list-style-type: none"> • Start reading assigned articles from Donfried. 		
<p>Monday, 2/11/19</p>	<p>Topic: <i>Introductory Issues: Text-critical Issues, Occasion of the Letter, Date, Recipients, and Basic Theme, and Structure</i> Assignment due: Reading of Taylor, O’Brian, and Wright or other scholarly commentary. Listen to Strom.</p>	
<p>During the week:</p> <ul style="list-style-type: none"> • Start reading Grieb • In preparation for next class, read comments on Rom 1:1-17 in any of the commentaries listed above. • Read Weima article in preparation for next week. • Finish reading assigned articles from Donfried. 	<p>We will continue to discuss matters of background and special introduction drawing on some of the reading from Donfried. Most importantly we will use what we learned about Paul’s background to understand the central concern of the letter: to explain how Paul’s gospel fulfills, elucidates, and embodies “the righteousness of the God of Israel.” In particular, we will explore the rich semantic range of “righteousness” that links it to other semantic domains, such as faithfulness and justice.</p>	
<p>Monday, 2/18.19</p>	<p>Topic: <i>“Hello!” “Goodbye!” and the Importance of Both in Paul’s Letters (1:1-17 and 14:1-15:13, and 16:1-27)</i> Assignment due: Weima article, and assigned articles from Donfried.</p>	
<p>During the week you should:</p> <ul style="list-style-type: none"> • Continue reading Grieb • In preparation for next class, read comments on Rom 1:18-3:20 in any of the commentaries listed above. • PREPARE for Mid-Term 	<p>This week we begin looking at the text of the Romans letter itself by looking at parts of the letter that are comparatively neglected, the closing and the opening. By utilizing the insights of ancient epistolography, will we discover how these two section offer strong indications of Paul’s main concerns and of the central themes of the letter.</p>	
<p>DATE</p>	<p>IN CLASS</p>	<p>OUTSIDE-OF-CLASS OR ONLINE</p>
<p>Monday, 2/25/19</p>	<p>Topic: <i>Objective Mid-Term and the Challenge and Threat of God’s Righteousness (1:18-3:20)</i> Assignment due: Commentary reading and preparation for Mid-Term</p>	

<p>During the week:</p> <ul style="list-style-type: none"> Besides reading your chosen commentary on the upcoming passage, read Hays on “Abraham, our Father” or his discussion on Rom 3:21-26 relative to “the faith of Jesus Christ” 	<p>After our 45-minute midterm, we will devote the class period to working through Paul’s explanation of the universal plight of humanity which “his gospel” addresses. We will pay special attention to some difficult verses in the middle of chapter 2 and to Paul use of the OT in the last few verses of this section. Come prepared to follow and contribute to the discussion!</p>	
<p>Monday, 3/4/19</p>	<p>Topic: <i>The Saving Revelation of God’s Righteousness in Jesus Christ (3:21-4:25)</i> Assignment due. Reading commentary and Hays</p>	
<p>During the week:</p> <ul style="list-style-type: none"> 		
<p>Monday, 3/11/19</p>	<p>Topic: <i>The Fruit of God’s Righteousness as Revealed in Jesus Christ: Faith(fullness), Peace and Hope in spite of the Law (5:1-21)</i> Assignment due:</p>	
<p>During the week:</p> <ul style="list-style-type: none"> 		
<p>Monday, 3/18/19</p>	<p>Topic: <i>The Fruit of God’s Righteousness as Revealed in Jesus Christ: Union with Christ and Freedom (6:1)</i> Assignment due:</p>	
<p>During the week:</p> <ul style="list-style-type: none"> 		
<p>Monday, 3/25/19</p>	<p>Topic: <i>The Fruit of God’s Righteousness as Revealed in Jesus Christ: The Spirit and Eschatological Life (8:1-39)</i> Assignment due:</p>	
<p>During the week:</p> <ul style="list-style-type: none"> 		
<p>Monday, 4/1/19</p>	<p>Topic: <i>God’s Righteousness and God’s Promises: Played Out in the Story of Israel Defined by the Law (9:1-29) and in Israel Defined by the Messiah (9:30-11:36)</i> Assignment due:</p>	
<p>During the week:</p> <ul style="list-style-type: none"> 		
<p>Monday, 4/8/19</p>	<p>Topic: <i>The Fruit of God’s Righteousness as Revealed in Jesus Christ: The Spirit and Eschatological Life (8:1-39)</i> Assignment due:</p>	
<p>During the week:</p> <ul style="list-style-type: none"> Remember to be thinking about justification and your final research paper. 		
<p>Monday, 4/15/19</p>	<p>Topic: <i>God’s Righteousness and God’s Promises Seen in the Story of Israel Defined by the Law</i></p>	

	<p><i>(9:1-29) and in Israel Defined by the Messiah (9:30-11:36)</i></p> <p>Assignment due:</p>	
<p>During the next two weeks:</p> <ul style="list-style-type: none"> • Work on your paper • Prepare for the debate 		
Monday 4/22/19	NO CLASS—Easter Break	
Monday, 4/29/19	<p>Topic: <i>God's Righteousness Embodied in the Messiah's People (Rom 12:1-13:14, and review of Rom 14-16)</i></p> <p>Assignment due:</p>	
<p>During the next week:</p> <ul style="list-style-type: none"> • Work on your paper • Prepare for the debate 		
Monday, 5/6/19	<p>Topic: <i>The Debates and attending discussions</i></p> <p>Assignment due: Completed preparation for the debate</p>	
<p>Monday, 5/10/19, is the last day of the term. All work, including the research paper, is due by 11:59 PM that day.</p>		