



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

NTL671 – The Epistle to the Romans Online Fall 2010

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at <http://support.nts.edu>.

- NTS Mission Statement & Purpose and Master of Divinity Objectives
- Tips for online learning success
- NTS library services
- NTS bookstore procedures
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *A Handbook for Inclusive Language*

Instructor Information

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Catalog Description

A close exegesis of some central passages of the Epistle with a view to uncovering its theological content.

Course Narrative & Rationale

The Epistle to the Romans is a Bible elective in the M.Div., M.A. (CE) and M.A. (Theological Studies) degree programs. It may serve as a free elective in the M.A. in Intercultural Studies program. BIB550, Biblical Hermeneutics, or its equivalent is prerequisite. This course is an exegetical study of the Paul's letter to the Church in Rome, with attention given to key theological themes in the Epistle and how to apply these themes in contemporary life. The study will be based on the English text but some mention to the Greek will be made along the way.

Course Vision

The goal of this class is that each student not only learn about the contents of Romans but be encouraged to appropriate the truths of this wonderful letter in his or her life. Romans offers us a glimpse of one of the most developed theological arguments in the entire Bible. In many respects, it represents the fruit of Paul's reflections upon some difficult issues facing the early church. As we study this letter, we can locate where we are in our own spiritual walk with God. Romans compels

us on to a life of holiness and commitment to Jesus Christ. It offers the answer to power over sin and victory in this life.

Course Caution

Paul’s Epistle to the Romans is at the crux of much theological debate. There are many different approaches to this letter. Often what lies behind the diverse opinions is a theological agenda, or at least stated or unstated theological presuppositions. Much of the contents for study in this course will come from a particular theological camp that may differ at times from other positions. It is important to recognize up front that every interpretation of this letter is colored to some degree by the questions and agendas one comes with. As interpreters of scripture, we can do our best to be objective and let the text speak for itself through careful and complete exegesis, but still recognize that for the text to have meaning to us, we will by necessity enter into the interpretation process with our own stories.

Course Outcomes

Content (40%)

1. Know the outline and content of Romans, significant background issues concerning Romans studies, and relevant scholarly positions concerning Romans studies (1.a., 1.b., 1.c., 1.d, 1.e., 2, 3, 4, 6).
2. Discuss the exegetically difficult and controversial passages with information on grammar, Pauline theology, and textual problems of the letter (1.b., 1.c., 1.d., 1.e., 3, 4, 6).
3. Know the basic themes and emphases presented in Romans (1.a., 1.b., 1.c., 1.d., 1.e., 2, 3, 4, 6, 7).
4. Be familiar with the primary, critical, and textual problems of the letters (1.b., 1.c., 1.d., 1.e., 3, 4, 6).
5. Have a good working bibliography of writings on Romans (1.b., 1.c., 1.d., 1.e., 6).

Character (10%)

6. Experience newness in Christ (Rom 6:8) by a genuine encounter with the Living Word through the written word in Romans (1.a., 3, 4, 7).
7. Be transformed by the renewing of our minds (12:2) through careful study of Romans (1.a., 3, 4, 7).
8. Become faithful ministers of this gospel so that the nations can believe and obey him (16:26) (3, 4, 7).

Competency (30%)

9. Be able to interpret with accuracy and insight from any passage in Romans (1.a., 2, 6).
10. Grow in exegetical skills (language, grammar, history, literature, etc.) that can be used to interpret any passage in the Bible (1.b., 3, 6).

Context (20%)

11. Communicate the truths of Romans effectively through preaching and/or teaching (7).
12. Be able to read Romans with eyes of application to the needs of the church in the 3rd millennium (1.a., 3, 4, 7)
13. Be able to apply the text of Romans to the specific contexts of your particular ministry setting (3, 4, 7)).

Church of the Nazarene COSAC Competencies

CN 8	Ability to identify the literary structure of the NT	1.a.b.c.d.e., 3, 4, 6
CN 9	Ability to identify the genre and basic thrust of each NT book	1.a.b.c.d.e., 3, 4, 6
CN10	Ability to summarize the significant life events of Jesus and Paul	1.a.b.c.d.e., 2, 4
CN11	Ability to identify the significant elements of the message of	1.a.b.c.d.e., 2, 3, 4, 6

	Jesus and Paul	
CN12	Ability to describe the impact of the historical background of the New Testament on the message of Jesus and Paul	1.a.b.c.d.e., 3, 4, 6
CN14	Ability to identify and describe the major theological concepts of the NT	1.b.c.d.e., 2, 3, 4, 6
CN16	Ability to identify the steps of historical, literary, and theological analysis used in exegesis	1.b.c.d.e, 3, 4, 6
CN17	Ability to exegete a passage of Scripture using the steps listed above	3, 4, 6
CN20	Ability to reflect theologically on life and ministry	3, 4, 7
CN23	Ability to identify and explain the Doctrine of Holiness from a Wesleyan perspective	1.b.c., 3, 4
CP2	Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry	3, 4, 6, 7
CP10	Ability to synthesize, analyze, reason logically for discernment, assessment, and problem solving and live with ambiguity	3, 4, 6
CP11	Ability to analyze the validity of arguments and to identify their presuppositions and consequences	1.d., 3, 4, 6
CP22	Ability to prepare, organize and deliver biblically sound sermons using appropriate techniques and skills in culturally appropriate ways	7
CP26	Ability to develop and utilize existing age appropriate ministry forms by which individuals, families, and congregations may be formed into Christlikeness	7
CH 8	Ability to take responsibility for his or her own continuing spiritual development	1.a., 3, 4

Required Texts & Course Materials

The Bible: If you do not work in the Greek text, a modern translation such as NRSV, ESV, or NASB should be used. The instructor will use the ESV as his basic version in class with illustrations from other versions and his own translation.

A. Katherine Grieb, *The Story of Romans: A Narrative Defense of God's Righteousness* (Westminster/John Knox Press); ISBN: 066422525X.

Sheila E. McGinn, ed., *Celebrating Romans: Template for Pauline Theology* (Grand Rapids: Wm. B. Eerdmans Publishing Company, 2004); ISBN: 0802828396.

William M. Greathouse with George Lyons, *Romans 1-8: A Commentary in the Wesleyan Tradition* (Kansas City: Beacon Hill Press of Kansas City, 2008); ISBN: 978-0834123625.

William M. Greathouse with George Lyons, *Romans 9-16: A Commentary in the Wesleyan Tradition* (Kansas City: Beacon Hill Press of Kansas City, 2008); ISBN: 978-0834123632.

Craig S. Keener, *Romans* (Cascade Books, 2009); ISBN: 978-1606081563.

Course Outline

Introduction to Paul and his theology

- I. Introduction: The Gospel of God (1:1-17)
- II. The Revelation of God's Righteousness Accessible by Faith Alone (1:18-4:25)
- III. The Solution to the Problem: Justification through Faith (3:21-31)
- IV. Humanity's response as the "Obedience of Faith"; Abraham as a model of faith (4:1-25)
- V. God's Grace in Christ (5:1-21)
- VI. Freedom from Sin and Life in the Spirit (6:1-8:39)
- VII. Rejection of Righteousness by Faith (9:1-11:36)
- VIII. Living the Holy Life (12:1-16:27)

Course Assignments & Requirements (with reference to course objectives)

1. Reading Assignments

a. Letter to the Romans

There is no substitute for immersion into the text of the Bible. Therefore, every student is required to read closely Paul's letter to the Romans. If you cannot translate the Greek text, you will want to find a good, modern translation, for example, the NASB, NRSV, NIV, ESV, NEB, CEV, but please do not use a paraphrase like the Living Bible or the Message for primary exegetical study. The instructor will utilize the Greek text in the lecture material on a regular basis. Knowledge of Greek is not a prerequisite for this course but will enhance a student's exegetical study. Students should read the whole book of Romans **seven times (once every other week)**, from at least five different translations, and then the specific section that is being studied for the week. Highly recommended as an option to the weekly reading is to listen to an audio Bible recording of the Epistle, especially if you have a commute or spend time listening to audio (most recordings are approximately one hour long for the whole book). You will need to complete a brief report form every other week to confirm this reading assignment. A link will be provided in Moodle for this (objectives 1, 3, 6, 7, 9, 12).

b. **Textbooks:** Greathouse/Lyons, Grieb, and Keener should be read in concordance with the material being covered each week as outlined in the course schedule. McGinn should be read in its entirety. Then, each student will be assigned a separate chapter to write a **two-page response** to the key ideas of this chapter. At the end of the paper, offer at least five questions for further reflection or study. The professor will choose several representative questions from these papers to guide the class discussion for the following two weeks. This paper should be uploaded 1) as an assignment and also 2) in the appropriate discussion thread. The paper is due on **Sunday, November 11th** (objectives 1, 2, 3, 4, 5, 10).

c. **Lecture Notes and Supplemental Reading:** Various reading material will be provided on the course website throughout the semester. Students should read this in the week it is posted (objectives 1, 2, 3, 4, 5)

d. **Outside Reading:** Each student will read one article from a *peer reviewed journal* (examples include *Journal of Biblical Literature*, *New Testament Studies*, *Journal for the Study of the New Testament*, *Wesleyan Theological Journal*, and similar) on a subject related to Romans (exegetical or topical) and provide a **one page** (250 word) response to be posted in Moodle. This short paper should include 1) a brief summary of the main argument or thesis of the article and 2) a personal response to this thesis in light of the student's growing understanding of the message of Romans. This paper should be uploaded 1) as an assignment and also 2) in the appropriate discussion thread. The paper is due on **October 12th** (objectives 1, 2, 3, 4, 5)

e. Additional Reading for Research Paper

Students will want to avail of the many resources in the NTS library and the Internet on the book of Romans. Specific requirements are given under exegetical work below. Several significant commentaries will be put on reserve in the library. These are marked with * in the bibliography (objectives 1, 2, 3, 4, 5,).

2. Content Quiz

A short online quiz will be offered on **November 17th**. The purpose of this quiz is to allow students the opportunity to show their understanding of the contents of Romans. The content will come exclusively from the biblical text and will include key verses, important concepts, where certain ideas are found (chapter and verse), and the sequence of ideas. Various translations could pose a problem for this type of quiz, so effort will be made to keep the

questions rather broad and inclusive of various well-known translations (NIV, NRSV, NASB, ESV, etc.). This will be a closed book, honesty quiz. You will be given 30 minutes to complete it once it begins. You may take it only once (if you have technical problems, notify the professor right away). It will only be available on the above date, so please plan your schedule accordingly (objectives 1, 3).

3. Discussion

Each week one or two Discussion Questions will be posted as part of the learning unit for that week. The Course Calendar below gives a date by which you must post your response to the question and a second date by which you are to have given a specified number of responses to other student's answers to the Discussion Question. There are 12 Discussion Questions, one question on the Journal Article Report (see 1.d. above), three questions from the McGinn reports (see 1.b.), for a total of 16. The grade for each required response and your responses to classmates' responses will be worth 1.25% of the final grade. The Discussion Questions/Responses will be graded at the end of each unit (objectives 1, 2, 3, 4, 6, 7, 8, 10, 12, 13)

4. Worksheets

Some weeks will assign Worksheets to be completed. Some worksheets may include other assigned readings as part of the necessary research. They will be posted through the link in the learning unit for that week and will have (a) concluding question(s) that will provide further opportunity for discussion via the group discussion board. There will be 8 worksheets assigned with each worth 2.5% of the final grade (objectives 1, 2, 3, 4, 6, 7, 8, 12, 13).

5. Attendance

Because this is an online class, students are expected to fully participate each week. Attendance is assumed and will be shown by participation on time in the discussion forums. The discussion grade will be affected by non-participation. Excessive absences will result in grade reduction and possible failure of the course. Please contact the professor right away about any illness or emergency (all objectives; attendance is linked to #3 above and is critical to completion of the course).

6. Research Project

A substantial part of the learning experience in this course will involve a research project culminating in a paper between 4000 and 5000 words (15 pages). Papers should follow the basic outline and requirements provided as an Appendix to this syllabus.

This project will provide two opportunities to students: 1) allow each student to become an expert on one passage in the book of Romans, 2) allow each student to see what is involved in producing a quality piece of exegetical work.

Students may choose their own passage in consultation with the professor. Passages must be chosen by the third week of the course. In a Word document, give the passage in translation, a brief summary of the key idea(s) of the passage, and five initial questions (questions that will lead you to more in depth study) on the passage. Upload the document to the appropriate assignment in Moodle. This paper will not receive a grade but not submitting it will impact the overall project grade.

The passage selection paper is due on **October 3rd**.

The completed paper is due on **December 5th** (objectives 1, 2, 3, 4, 5, 9, 10).

7. Application Project

In substitution of a final exam, each student will complete a project related to his or her planned or actual ministry setting based on the exegetical passage and paper. Students may choose from one of these options:

- a. A detailed exegetical sermon outline
- b. A Sunday School lesson
- c. A small group Bible study
- d. A youth group devotional
- e. A children's sermon

The project should meet the following criteria:

- 1) The audience and occasion should be clearly stated at the beginning.
- 2) Good form should be used, depending on the specific type of project. For example, if you choose a Bible study, you may want to prepare discussion questions or some kind of handout. If you prepare a children's sermon, you need to speak at the level of the children.
- 3) The project should be clearly based on strong exegesis of the passage.
- 4) The project must be relevant for the chosen audience.
- 5) Project should be a minimum of three pages long. It does not need to be word for word (such as a sermon) but must have enough detail that someone else could pick it up and present it.

This project will be graded based on 1) the clarity and organization of the ideas, 2) the relevance of the ideas for the chosen audience and occasion, 3) the faithfulness of the project to the message of the chosen passage (based on solid exegesis which should be done in the exegetical paper above). The project is due on **December 14th** (objectives 3, 6, 7, 8, 11, 12, 13).

Course Evaluation: Near the end of the semester a course evaluation will be sent to each student. Please complete it and return it following the directions that are attached to it. It will be used to improve the course. The Professor's peer accountability partners may view the results of your evaluation. The professor will never see your individual evaluation. It will be delivered to him through a third party to provide you with complete anonymity. Your serious participation is expected and appreciated.

Distribution of Student Learning Hours

	hours
Online Participation in forums, groups, etc.	26
Reading	62
Writing	37
Other Assignments and Learning Activities	8
Quiz	2
TOTAL	135

Course Grading will be based on a point system corresponding to the following percentages:

A = 90 % and above

B = 80 % and above

C = 70 % and above

D = 60 % and above

(For what these letters mean, please see the NTS catalog.)

Assignment	Percentage	Points
Romans Readings (1a)	7	70
McGinn Report (1b)	5	50
Journal Reading Report (1d)	5	50
Content Quiz (2)	8	80
Discussion Participation 16@1.25% (3)	20	200
Worksheets 8@2.5% (4)	20	200
Exegetical Paper (6)	25	250
Application Project (7)	10	100

Discussion Question Grading Rubric

Participation for each Discussion Question will be assessed by the following method:

Points	Criteria
9-10	Initial post by designated time; response by designated time; and high quality of insight into topic of discussion that shows an understanding of lecture material, study topic, and reading
7-8	Either initial post or response late by one day; and/or good insights into the topic of discussion; and/or some evidence of reading comprehension evident
5-6	Either initial post or response late two to three days; and/or insights into topic was average with little to no evidence of outside reading
0-4	Postings substantially late or non-existent; and/or insights significantly inadequate for graduate level work

A good rule of thumb: write more than you think you need. Most initial posts should be several well-organized paragraphs. Each response should be a minimum of one well-organized paragraph. I will grade not on the quantity but the quality, but quantity is a factor.

A grade sheet will be provided in Moodle for the Exegetical Paper.

The professor will usually give feedback on assignments and discussions no later than seven days after the assignment is due or the close of the week in which the assignment is due. Larger assignments such as major papers may take longer. The professor will offer suggestions when possible for potential improvement on future assignments.

Method for Submitting Assignments

Each assignment is to be submitted through its corresponding link in the Learning Unit. Assignments are NOT to be submitted as hard copy, via fax, or via e-mail. Students should keep electronic copies of all work done for the course per chance they (or the Professor) accidentally delete an assignment from the Gradebook.

Form and Style Expectations

All written work should be clear, organized, and carefully proof read before submission, watching for common grammatical and punctuation errors. All submitted work should follow the latest version of Turabian. For help in writing assignments, see *Guidelines for Writing Papers* posted in Moodle.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their

writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams

All work is due by **11:55 pm** Central Time (the time of the Moodle server at NTS) on the date listed in the course schedule. Moodle will give each submission a time stamp. Late posting of discussion questions and responses will result in a 50% deduction in credit for the first week late and 75% reduction thereafter. Late papers will result in a 10% reduction in credit per week late up to 50%. All assignments must be in no later than the last day of the course. Request for an Incomplete should be filed with the Registrar far enough ahead of time to avoid failing the course. Even if your work is late, it is better to turn it in and get partial credit for it. Late penalty for incomplete assignments will be put on hold once official notice for an incomplete has been made and accepted through the Registrar’s office.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies which have been beneficial for the student in the past.

Course Calendar

Date	Week	Assignment
9/13	1	Reading: Greathouse/Lyons 21-36, and Keener 1-17; Lecture 1; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> Each student is to post a personal introduction by Tuesday, and is to respond to at least two other introductory posts by Friday. In your introduction, please include: 1) Pertinent (and appropriate) information about yourself; 2) A short description of your current ministry assignment(s) and/or volunteer position(s); and 3) one question or topic about Romans that you hope to learn more about. By Friday post your answer to Discussion Question 1 and by Sunday respond to at least one other student’s answer to Discussion Question 1.
9/20	2	Reading: Greathouse/Lyons 37-56, Grieb 1-18, and Keener 18-41; Lecture 2; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> By Tuesday post your answer to Discussion Question 2 and by Friday respond to at least one other student’s answer to Discussion Question 2. By Friday post your answer to Discussion Question 3 and by Sunday respond to at least one other student’s answer to Discussion Question 3.
		Romans Reading: Report One due on 9/26
9/27	3	Reading: Greathouse/Lyons 57-117, Grieb 19-43, and Keener 42-50; Lecture 3; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> By Tuesday post your answer to Discussion Question 4 and by Friday respond to at least one other student’s answer to Discussion Question 4. By Friday post your Worksheet 1 and by Sunday respond to at least one other student’s Worksheet 1.
		Paper: Exegetical Passage Selection due by 10/3

10/4	4	Reading: Greathouse/Lyons 118-133, and Keener 51-62; Lecture 4; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 5 and by Friday respond to at least one other student's answer to Discussion Question 5. • By Friday post your Worksheet 2 and by Sunday respond to at least one other student's Worksheet 2.
		Romans Reading: Report Two due on 10/10
10/11	5	Reading: Greathouse/Lyons 134-149, Grieb 44-55, and Keener 63-69; Lecture 5; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> • By Tuesday post your Journal Article Report and by Friday respond to at least one other student's Journal Article Report. • By Friday post your Worksheet 3 and by Sunday respond to at least one other student's Worksheet 3.
		Paper: Journal Article Report due by 10/12
10/18	6	Reading & Research Week, No discussions or online activity
10/25	7	Reading: Greathouse/Lyons 150-172, Grieb 56-84, and Keener 70-78; Lecture 7; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 6 and by Friday respond to at least one other student's answer to Discussion Question 6. • By Friday post your Worksheet 4 and by Sunday respond to at least one other student's Worksheet 4.
		Romans Reading: Report Three due on 10/31
11/1	8	Reading: Greathouse/Lyons 172-198, and Keener 79-84; Lecture 8; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 7 and by Friday respond to at least one other student's answer to Discussion Question 7. • By Friday post your Worksheet 5 and by Sunday respond to at least one other student's Worksheet 5.
		Romans Reading: Report Four due on 11/7
11/8	9	Reading: Greathouse/Lyons 199-225, and Keener 85-97; Lecture 1; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 8 and by Friday respond to at least one other student's answer to Discussion Question 8. • By Friday post your Worksheet 6 and by Sunday respond to at least one other student's Worksheet 6.
		Paper: McGinn Report due by 11/14
11/15	10	Reading: Greathouse/Lyons 225-287, and Keener 98-114; Lecture 9; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 9 and by Friday respond to at least one other student's answer to Discussion Question 9. • By Friday post your Worksheet 7 and by Sunday respond to at least one other student's Worksheet 7.
		Romans Reading: Report Five due on 11/21
		Quiz: Contents of Romans on 11/17
11/22	11	Reading: Lecture 10; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> • By Tuesday post your answer to the Discussion Questions from McGinn and by Sunday respond to at least one other student's answer to the Discussion Questions from McGinn. • No discussion on Friday. Enjoy Thanksgiving and spend some time reflecting on the greatest Gift God has given to us.

11/29	12	Reading: Greathouse/Lyons 41-123, Grieb 85-113, and Keener 115-41; Lecture 11; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> • By Tuesday post your answer to the Discussion Questions from McGinn and by Friday respond to at least one other student's answer to the Discussion Questions from McGinn. • By Friday post your Worksheet 8 and by Sunday respond to at least one other student's Worksheet 8.
		Romans Reading: Report Six due on 12/5
		Paper: Exegetical Paper due by 12/5
12/6	13	Reading: Greathouse/Lyons 124-285, Grieb 114-150, and Keener 142-194; Lecture 12; and any supplemental reading posted in Moodle.
		Forum: <ul style="list-style-type: none"> • By Tuesday post your answer to Discussion Question 11 and by Friday respond to at least one other student's answer to Discussion Question 11. • By Friday post your answer to Discussion Question 12 and by Sunday respond to at least one other student's answer to Discussion Question 12.
12/13	14	Reading: Course Conclusion and any supplemental reading posted in Moodle.
		Romans Reading: Report Seven due on 12/14
		Assignment: Application Project due by 12/14

Bibliography

Note: This bibliography is only representative. If you find a book or journal article that you think would be interesting for other students, please send the professor a note for possible inclusion in future course bibliographies.

Commentaries on Romans

These are listed chronologically, as nearly as possible.

- Frederic Godet, *The Epistle to the Romans* (ET Edinburgh, 1880, reprinted 1956).
E.H. Gifford, *The Epistle of St. Paul to the Romans* (SC, London, 1886, reprinted 1977).
J. Agar Beet, *St. Paul's Epistle to the Romans* (London, 1892).
H.C.G. Moule, *The Epistle to the Romans* (CB, Cambridge, 1892, Kregel reprint 1977).
_____, *The Epistle to the Romans* (EB, London, 1893).
J.B. Lightfoot, *Notes on the Epistles of St. Paul* (London, 1893).
James Denney, *St. Paul's Epistle to the Romans* (EGT, London, 1900).
W. Sanday and A.C. Headlam, *A Critical and Exegetical Commentary on the Epistle to the Romans* (ICC, London, 1902).
Godet, F. *St. Paul's Epistle to the Romans*, ET. New York, Funk and Wagnals, 1925.
C.H. Dodd, *The Epistle of Paul to the Romans* (MNTC, 1932).
Karl Barth, *The Epistle to the Romans* (ET, London, 1933).
John Murray, *The Epistle to the Romans*, ET (Philadelphia: Fortress, 1949).
K.E. Kirk, *Romans* (Clarendon Bible, Oxford, 1951).
Anders Nygren, *Commentary on Romans* (ET, London, 1952).
John Knox, *Interpreter's Bible* (Nashville, 1954), Vol. IX.
A.M. Hunter, *The Epistle to the Romans* (Torch NTC, London, 1955).
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Franz J. Leenhardt, *The Epistle to the Romans* (London, 1957).
E. Brunner, *The Letter to the Romans* (Philadelphia: Westminster, 1959).
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F.J. Leenhardt, *The Epistle to the Romans* (ET, London, 1961)
Martin Luther, *Lectures on Romans* (Philadelphia: Westminster, 1961).
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Frederick C. Grant, *Romans-Revelation*, Nelson's Bible Commentary (NY: Nelson, 1962).
F.F. Bruce, *The Epistle of Paul to the Romans*, Tyndale NT Commentaries (Grand Rapids: Eerdmans, 1963).

Charles Carter, et al., eds., *Romans – Philemon*, Wesleyan Bible Commentary (Grand Rapids: Eerdmans, 1965).

W.T. Dayton, *Romans*, in Wesleyan Bible Commentary (Grand Rapids, 1965) Vol. 5.

John Murray, *The Epistle of Paul to the Romans* (NICNT, Grand Rapids, 1965).

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F. Davidson, R.P. Martin, *Romans* in New Bible Commentary, Rev. (Grand Rapids, 1970).

Barclay M. Newman and Eugene A. Nida, *A Translator's Handbook on Paul's Letter to the Romans* (London/New York, 1973).

Matthew Black, *Romans*. New Century Bible (London, Oliphants, 1973).

Frank Gaebelein, ed., *Romans-Galatians*, The Expositor's Bible Commentary (Grand Rapids: Regency, 1976).

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APPENDIX

Here are some guidelines to help you with your exegetical paper. It is always a good idea to review some basic concepts from Biblical Hermeneutics and other exegetical courses.

- 1) *Passage*: You should choose no more than 5-10 verses. Try to choose a passage with a clear division (paragraph or single topic). The fewer verses you choose, the more in depth you will be able to get.
- 2) *Contents*: Each paper should discuss the following areas which should be organized and combined into one clear and coherent presentation:
 - a) *Context*: Discuss how the context of your verses influences their interpretation. You will want to examine the larger context as well as the immediate context. Consider also relevant historical items.
 - b) *Key Words*: Examine and interpret the key words of the text. You should consult standard theological wordbooks and dictionaries for this.

- c) *Significant grammatical, rhetorical, and semantic elements*: Examine the structure and style of the sentences in the verses. Look closely at the language. Utilize the Greek text if you can. Minimally, compare different translations.
 - d) *Theological Message and Application*: Discuss the major themes of the passage. Consider the passage in its biblical context and how it contributes to our understanding of God and humanity.
- 3) *Research*: Each paper should evidence serious research including the use of quality commentaries, monographs, biblical theologies, journal articles, and books from other fields of research. You should consider 10 different sources to be a minimum for a paper like this. Be careful to use only quality Internet resources.
- 4) *Format*: The standard format is Turabian 7th edition (see <http://www.press.uchicago.edu/books/turabian/manual/index.html>). Also recommended is the *Society of Biblical Literature Handbook for Style* (available at http://www.sbl-site.org/publications/PublishingWithSBL/JBL_Instructions.pdf). The paper should be carefully organized with a clear outline and should include an introduction, body, and conclusion. The outline can follow the above four areas, be exegetical in orientation (follow the outline of the passage), or be based upon your thesis or purpose statement. You should pick a specific thesis to demonstrate or prove. This thesis should be clearly and concisely written in one sentence. All of your paper should then be used to support this thesis. The recommended approach is to let your thesis flow out of the key idea of the passage. If something does not directly impact the interpretation of this thesis, it should not be included in your paper. This may mean that not all of your exegetical notes will be used in the completed paper. . A recommended approach to an exegetical paper for beginners is as follows:
- a) *Introduction*
This may include (1) statement of the problem, (2) an overview of the passage, (What is the main point or theme?), and (3) the thesis of the paper.
 - b) *Exegetical Analysis*
This may include (1) historical context, (2) literary context (How does the passage fit into the author's broader argument or flow of thought?), (3) specific historical/cultural context of the passage, (4) key words, (5) significant points of grammar and syntax, and (6) theological significance.
 - c) *Conclusion*
(1) Offer a solution to the problem by using Biblical-theological categories (How does this passage fit into the Biblical-theological whole?), (2) application (How does this passage apply to the situation of the original readers and what are the timeless truths for our own contemporary Christian context?).

General pointers: The finished paper will be evaluated on the skill and accuracy in interpretation, insight into the passage, support with research, and the creative synthesis of the findings through clear writing. A paper evaluation sheet is provided in Moodle. Begin your exegetical study of the passage early. Take notes along the way. Do as much of your own work before you consult commentaries.