Course Description
In a study of the Greek text, students apply linguistic and exegetical methods for the exposition of the book of Romans. Special attention will be given to Greek grammar and syntax, to the structure of each book, and to the meaning and application of the Greek text.

Course Objectives
(1) To understand and critically to evaluate academic research in Romans
(2) To understand issues of special introduction pertaining to Romans
(3) To grow in facility with the translation of the Greek text, and with Greek grammar and syntax.
(4) To understand the implications of Romans for the contemporary church, and to understand Paul as a model of applying theology to the life of the church.
(5) To understand with greater clarity and precision leading topics in Romans; the person and work of Christ, the nature and condition of man, covenant and law, the application of redemption (justification by faith alone, sanctification, union with Christ, etc.), the church.

Required Texts (see below for page assts.)
(1) The Greek New Testament (UBS4rev.).
(2) Douglas Moo, The Letters to the Romans (NICNT; Eerdmans, 1996)
(3) Steven Moyise, Paul and Scripture: Studying the New Testament Use of the Old Testament

Assignments & Requirements
(1) Weekly Quizzes. Each week, we will have a quiz covering the assigned translation for the previous week. Students should be prepared to translate and to parse. You will be asked on each quiz how much of the current week’s assigned reading you have completed. You may drop any one quiz (sans the reading question). There are no make-up quizzes. 40% of your final grade.

(2) Seminar Presentation. Each student will lead one seminar presentation in the course of the semester. In conjunction with that presentation, the student will submit an exegetical working paper not to exceed three pages in length. See guidelines below. 20% of your final grade.

(3) Final Exam or Research Paper. Each student will choose either to write a research paper on some text of Romans or to take a final exam. The final exam will consist of translation and parsing the Greek text of Romans, and an essay question concerning the structure of the epistle. The final exam will be taken during final exam week and will cover the Greek text of Romans.
covered during the semester. The research paper is due **Friday, April 18, 12 P.M.** The final exam will be administered during finals week. **30%** of your final grade.

**Attendance**
Class attendance is required for NT 528. If a student anticipates an unavoidable absence, he should notify the instructor in advance. Each hour of unexcused absence subjects the student reduction of his final grade by one-half of a letter grade.

**Course Format**
NT 528 is a seminar. The success of the seminar depends upon students’ willingness to prepare adequately for each course section and to participate in class discussions. Generally, the class will proceed by translating Colossians and Philemon verse-by-verse and by addressing pertinent questions of grammar, syntax, meaning, and application that the text raises.

**Grading Scale**
The grading scale for this course is the seminary’s grading scale. You may find it listed at the **RTS Catalog, p.44.**

**Plagiarism**
Please review the seminary’s policy on plagiarism. Plagiarized work will subject the student to failure in the course and possible disciplinary action.

**In-Class Computer Use**
In-class use of computers is permitted only for course-related work.
Approximate Course Schedule

Please note that this schedule is approximate and subject to change at any time. The instructor’s announced changes in class will be the final word on the nature and date of assignments. They are the student’s sole responsibility to note and to implement.

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**Seminar Presentations**

*The following, with adaptation and modification, is drawn from a course handout by Richard B. Hays*

During the semester, each student will write an exegetical working paper, *not to exceed three pages in length*. This paper will serve as a basis for initiating class discussion on the texts with which they deal. Each student will be asked to provide enough copies of his paper for all members of the class; the result will be that all of us will end up with a working exegetical notebook on portions of Paul’s Letter to the Romans.

**Structure and Content**

The following guidelines are designed to create a generic structure that will make our exegetical efforts into a communally useful enterprise. Each working paper should conform to the following format:

**I. Outline of the Passage.** Not just a listing of the contents (“and then…and then…”). Try to sketch an outline that illumines that structure and function of the text. How are its parts related to one another and how do they work? Do the conventions of ancient rhetoric provide clues about the structure of the argument (see commentaries)?

**II. Key Exegetical Issues.** Identify the major exegetical difficulties in the passage (e.g. text, translation, literary form, purported use of traditions or sources, relation to larger themes within Romans, relation to other biblical texts, historical reference). Seek to identify puzzling elements in the text that demand interpretation. The main task here is to identify and to ask good questions, not necessarily to answer them in the confines of your working paper. Try to focus our attention on what we would have to know to read the text with clarity and depth. Having raised questions, you might in some cases briefly enumerate possible answers and indicate how you would choose among the possibilities. Do not labor over every detail; labor only over those details which materially affect the interpretation of the text.

**III. Significance of the Passage.** What are the important questions (theological, pastoral, personal) raised for you by the passage? How does the passage speak to us and our historical situation? How might the text be used (or misused) in preaching? How has the text been read and applied in the history of interpretation (Patristic period, Reformation, etc.)?

**IV. Discussion Questions.** Formulate three incisive questions about the text that might be used to initiate and guide class discussion. Your questions should call for close reading of the text, not immediate reaction to it. Good questions invite us to explore the text. Bad questions invite us to explore our emotions or prejudices.

**V. Additional Bibliography.** Give full citations for additional sources that you have found helpful. You should consult and reference at least the following commentaries to start: Moo (NICNT – New); Dunn (WBC); Wright (NIB); J. Murray (NICNT – Old); C. Hodge; Calvin. An ATLA search will be necessary to access important and recent literature on your passage.

**Assignment Dates.** Papers are to be distributed to the class at the class session preceding the discussion of the passage. Observe this procedure scrupulously; this will afford everyone the opportunity to profit from your work and to come prepared to discuss the issues that you have raised. Seminar presentations will not begin before February 19.