

Saint Louis Christian College
BNT402 ROMANS
Harold Merritt
3 Credit Hours

Spring Semester 2012

Course Prerequisites: BB1211, BNT101, BNT202

Tuesday & Thursday

1:30-2:45 p.m.

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant-leaders for urban, suburban, rural, and global ministry.

COURSE DESCRIPTION

An exegetical study of Paul's letter to the Romans, with attention to its profound effect on Christian thinking and practice over the centuries.

COURSE RATIONALE

Romans is required of all those seeking a Bachelor's degree. This powerful letter exposes the heart of the human problem and reveals the amazing love and grace of God in Christ that rescues those who embrace the Savior in faith and obedience. Its content is inseparably related to the nature and emphases of Paul's mission as Apostle to the Gentiles and his unfailing confidence that the gospel is the power of God for salvation.

COURSE OBJECTIVES

Course objectives are related to the following Division Objectives which are addressed in this course:

1. Given instruction in the Bible and in biblical theology, the student will exhibit knowledge of the messages of the various Old and New Testament books and the saving message of the Bible as a whole. (SLO 2, 8, 9)
2. Shown how to use tools and sound methods for interpreting the Bible, the student will demonstrate the ability to properly interpret, apply, and communicate Scripture. (SLO 1)
3. Presented the biblical mandates for worldwide evangelism, the student will communicate the imperative that every person needs Jesus Christ as Savior. (SLO 1, 8)

Upon completion of this course, the learner should be able to:

1. Describe the historical/cultural background of Romans.
2. Demonstrate knowledge of the content of Romans, including structure, major themes, and selected detailed points of exegesis.
3. Exhibit a basic understanding of the interpretation of key aspects of Romans during the early centuries and the Protestant Reformation.

4. Develop skill in interpreting the biblical text using commentaries and other exegetical tools critically and productively.
5. Apply the text of Romans to contemporary issues in the church and world, particularly world mission.
6. Relate the content of Romans to his/her own spiritual life.

COURSE REQUIREMENTS

Reading [CO #1-4]

Romans is to be read repeatedly during the course of the semester rotating the NIV, ESV, and NET (www.bible.org). The two textbooks **should be completed in preparation for each class session** as indicated on the course schedule. At the time of each exam you will be asked to state (1) how many times you've read Romans and (2) how many pages you have read in the two commentaries.

Exams [CO #1-3]

There will be three unit exams **as indicated in the course schedule** and a final exam. The final exam will be composed of two parts: approximately two-thirds will cover chapters 12-16, and one-third will cover the main points of the semester. A study guide will be provided for each exam covering both classroom discussion and the textbooks. Questions will include *recognition* (matching, true-false, multiple choice) and *recall* (chapter identification, listing, explaining, defining,). Chapter identification requires knowing the location of selected content/topics in Romans. Chapter identification questions will be cumulative as we progress through the epistle. For example, questions on Test 1 will cover only chapters 1-4, but questions on Test 2 will cover chapters 1-8.

Reading Reports [CO #1-3]

Summary notes on 4 assigned readings from books/journals—2 typed pages each

- (1) Bercot, David W., ed. *A Dictionary of Early Christian Beliefs*. "Free Will and Predestination," pp. 285-296. **Due Jan. 24**
- (2) Godsey, John D. "The Interpretation of Romans in the History of The Christian Faith." *Interpretation* [January 1980], pp. 3-16. **Due Jan. 31**
- (3) Witherington, Ben. *The Problem with Evangelical Theology*. "Overture," pp. ix-xi and chapter 1 "Oh Adam, Where Art Thou?" pp. 3-20. **Due Feb 16**
- (4) Mosier, J. "Rethinking Romans 12-15." *New Testament Studies* 36 [1990], pp. 571-82. **Due Apr 17**

Written Assignments

1. A exegetical paper of 5 typed pages (double-spaced, size 12) on "Paul's Evangelistic Zeal as Expressed in Romans," including a personal reflection (half page). Detailed writing help is provided at the end of the syllabus. Be sure to use MLA. [CO #1, 2, 4, 5, 6] **Due Feb. 21**
2. Identify 12 Life Lessons (expository points) arising out of Romans 12-15 which are applicable today. At least two points should be taken from each chapter.

Comments on each one should consist of 4-5 sentences. This paper should be typed, single-spaced in size 12 font. [CO #5,6] **Due April 3**

Devotion [CO #2, 5, 6]

Students will present in class a brief devotion (3-4 minutes) from a passage in Romans. Choose a short text that is personally meaningful and explain why as a means of encouragement or challenge. Arrangements will be made early in the semester.

COURSE ASSESSMENT

Value of Assignments

| | |
|-----------------------------------|-----|
| Exams | 55% |
| Reading Reports | 6% |
| Paper on Paul's evangelistic zeal | 15% |
| Life Lessons | 10% |
| Reading of Rom. & Commentaries | 12% |
| Devotion | 2% |

The grading scale can be found in the college catalog.

Grading of Assignments

Reading. At the time of each exam the student will state (1) how many times he/she has read Romans and (2) how many pages he/she has read from the commentaries. The grade will be determined by the percentage of the total pages assigned.

Reading Reports (Bercot, etc.). Reports will be assessed on comprehensiveness, clarity, length, and accuracy.

Exegetical Paper. Organization, length, depth, interpretative accuracy, clarity/expression, and sources will all be taken into account.

Life Lessons. Evaluation will be based on interpretative accuracy, legitimacy of application, length, and clarity/expression.

Devotion. The devotion will be assessed on (1) correct understanding of the text (2) legitimacy of the application; (3) presentation.

Assignment Schedule

| | |
|-----------------------------------|------------|
| Reading Reports | |
| Bercot | Due Jan 24 |
| Godsey | Due Jan 31 |
| Witherington | Due Feb 16 |
| Moshier | Due Apr 17 |
| Paper on Paul's Evangelistic Zeal | Due Feb 21 |
| Life Lessons | Due Apr 3 |

COURSE SCHEDULE

| | <u>Bible</u> | <u>Bruce</u> | <u>Mounce</u> |
|------------------------------------|--------------|---------------|----------------------------------------------|
| Jan. 10 Course Introduction | | | |
| 12 Romans 1 | #1 NIV | pp. 19-75 | pp. 21-58 |
| 17 Romans 1 | #2 ESV | pp. 77-92a | pp. 59-86a |
| 19 Romans 2 | | pp. 92b-100a | pp. 86b-103a |
| 24 Romans 2 | | | Notes on Bercot due |
| 26 Romans 3 | #3 NET | pp. 100b-115a | pp. 103b-120a |
| 31 Romans 3 | | | Notes on Godsey due |
| Feb. 2 NO CLASS—BOATMAN INTENSIVE | | | |
| 7 Romans 4 | # 4 NIV | pp. 115b-124a | pp. 120b-132a |
| 9 Romans 4 | | | |
| 14 TEST #1 | | | |
| 16 Romans 5 | #1 ESV | pp. 124b-137 | pp. 132b-146 |
| | | | Notes on Witherington due |
| 21 Romans 5 | | | Paper on Paul's Evangelistic Zeal due |
| 23 Romans 6 | #2 NET | pp. 138-146a | pp. 147-159a |
| 28 Romans 7 | #3 NIV | pp. 146b-159a | pp. 159b-172a |
| Mar. 1 Romans 7 | | | |
| 6 Romans 8 | | pp. 159b-181 | pp. 172b-192 |
| 8 TEST #2 | | | |
| 13 Romans 9 | #1 ESV | pp. 182-198a | pp. 193-204a |
| 15 Romans 9 | | | |
| 20 NO CLASS—LAB WEEK | | | |
| 22 NO CLASS—LAB WEEK | | | |
| 27 Romans 10 | #2 NET | pp. 198b-208a | pp. 204b-213 |
| 29 NO CLASS—POTLUCK PALOOZA | | | |
| | <u>Bible</u> | <u>Bruce</u> | <u>Mounce</u> |
| Apr. 3 Romans 11 | #3 IV | pp. 208b-221 | pp. 214-227 |
| | | | Life Lessons in Romans 12-15 due |
| 5 NO CLASS—SPRING BREAK | | | |
| 10 Romans 11 | | | |
| 12 TEST #3 | | | |

| | | | |
|-----------------|--------|---------------|---------------------------------------------|
| 17 Romans 12-13 | | pp. 222-243 | pp. 229-249a |
| 19 Romans 14 | #1 ESV | pp. 244-253a | Notes on Mosier due pp. 249b-259a |
| 24 Romans 15 | | pp. 253b-266a | pp. 259b-271a |
| 26 Romans 16 | #2 NET | pp. 266b-283 | pp. 271b-283 |

May 1-3 FINAL EXAMS

COURSE STUDENT LEARNING RESOURCES

Textbooks:

Bruce, Frederick F. *Romans: An Introduction and Commentary*. Tyndale New Testament Commentaries, Vol. 6. Downers Grove: InterVarsity Press, 1985.

Mounce, Robert H. *Romans: An Exegetical and Theological Exposition of Holy Scripture*. The New American Commentary, Vol. 27. Nashville: Broadman & Holman, 1995.

Commentaries

Barrett, Charles K. *Commentary on the Epistle to the Romans*. New York: Macmillan, 1957.

Bray, Gerald, ed. *Romans*. Ancient Christian Commentary on Scripture, New Testament, VI. Downers Grove: InterVarsity Press, 1998.

Calvin, John. *Romans-Galatians*. Calvin's Commentaries. Wilmington: Associated Publishers and Authors, n.d.

Cranfield, C.E.B. *Romans: a Shorter Commentary*. Grand Rapids: Eerdmans, 1985.

Dunn, James D.G. *Romans*. 2 vols. Word Biblical Commentary. Dallas: Word, 1988.

Luther, Martin. *Luther: Lectures on Romans*. Translated and edited by Wilhelm Pauck. The Library of Christian Classics, Ichthus Edition. Philadelphia: Westminster, 1961.

Translated from the Weimar edition of 1908, which was based on Luther's autograph of 1515-16.

Moo, Douglas J. *Encountering the Book of Romans: A Theological Exposition*.

Encountering Biblical Studies. Grand Rapids: Baker, 2002.

Morris, Leon. *The Epistle to the Romans*. The Pillar New Testament Commentary. Grand Rapids: Eerdmans, 1988.

Nygren, Anders. *Commentary on Romans*. Philadelphia: Fortress, 1952.

Sanday, William and Arthur C. Headlam. *A Critical and Exegetical Commentary on the Epistle to the Romans*. 5th ed. New York: Scribner, 1902.

Stott, John. *Romans*. The Bible Speaks Today. Downers Grove: InterVarsity, 1994.

Witherington, Ben. *Paul's Letter to the Romans: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans, 2004.

Related Books

Bercot, David W., ed. *A Dictionary of Early Christian Beliefs: A Reference Guide to More Than 700 Topics Discussed by the Early Church Fathers*. Peabody: Hendrickson, 1998.

Witherington, Ben. *The Problem with Evangelical Theology: Testing the Exegetical Foundations of Calvinism, Dispensationalism, and Wesleyanism*. Waco: Baylor University, 2005.

Journals

Interpretation, www.interpretation.org

Journal of Biblical Literature, sbl@sbl.site.org

Journal of the Evangelical Theological Society, www.etsjets.org

New Testament Studies, www.ncl.ac.uk/snts

Novum Testamentum: An International Quarterly for New Testament and Related Studies, www.brill.nl

Stone-Campbell Journal, www.stone-campbelljournal.com

COURSE POLICIES

- 1. Class Attendance.** Students are expected to attend every class session unless there is an extenuating circumstance such as illness, family emergency, or a school sponsored activity. The student should submit to the professor a **written explanation** of the reason for the absence. If no explanation is given, he will assume that the absence is unexcused.
Three tardies equal one absence. A tardy is defined as arriving late for class or leaving early. Absences which exceed 25% will result in the student being administratively withdrawn from the class.
- 2. Late Work:** Assignments are due at the beginning of the class period. In the event of extenuating circumstances (illness, emergency, etc.), late work will be accepted for full credit. Other late assignments will be accepted, but the grade will be reduced one increment (for example A to A-) per day, including weekends and holidays. No late work will be accepted after 10 days. Extenuating circumstances must be explained **in writing**.
- 3. Incompletes.** See the college catalog for the conditions under which an incomplete may be granted.
- 4. Missed exams.** Every effort must be made to be present for the exams. Exams missed due to an excused absence (extenuating circumstances) may be made up within one week. Exams missed due to an **unexcused** absence may NOT be made up and will receive a grade of F (zero). Make-up tests may be administered in the library when full-time library staff is on duty. In the event of prolonged, excused absences special arrangements may be made.
- 5. Learning Disability:** If you have a diagnosed learning disability, please inform me and then see the personnel in The Hundred (Student Center for Success) to discuss strategies that would enhance your ability to learn. I cannot implement any special accommodations without authorization from The Hundred.

6. **Classroom Decorum:** To promote a productive learning environment students are expected to conduct themselves in a Christ-like manner--showing respect to the professor and other students. Failure to act maturely can result in a warning, a grade demotion, or failure/dismissal from the class.
7. **Academic Honesty:** Any cheating or plagiarism will result in a grade of F (zero) for that exam/assignment. See the college catalog.
8. **Computers:** Computers may be used in the classroom on the condition that they are used only for this class. Any other use will mean the loss of the privilege.
9. **Keep all papers.** (1) Keep a copy of all papers you turn in and (2) especially keep all returned papers in case a question arises regarding their submission/grade or the accuracy of your final grade.
10. **Disclaimer:** Please understand that I reserve the right to modify the course plan by changing topics, due dates, or even an assignment as long as it does not add to the student's work load.

COURSE INSTRUCTOR CONTACT INFORMATION

1. My office hours are as follows:
Monday: by appointment only
Tuesday 4:15-5:00
Wednesday 9:30-11:30 & 2:30-4:30
Thursday 4:15-5:00
Friday 9:30-10:15
2. My contact information: office phone (314) 837-6777, ex. 1504;
e-mail address hmerritt@slcconline.edu; home phone (314) 831-8837

GUIDANCE FOR PAPER PAUL'S EVANGELISTIC ZEAL AS EXPRESSED IN ROMANS

The key passages will be worked out as a classroom activity.

Study Paul's statements in Romans expressing his zeal for evangelism. Use **four** commentaries to help you understand his statements. Identify the key statements revealing Paul's evangelistic passion and structure your comments around them. Explain in detail by exegeting the relevant verses. Be sure to give attention to all aspects of exegesis—background, context, thought flow, word meanings/figures of speech, grammar, and parallel passages. Conclude with a personal reflection and Works Cited.