



The Epistle to the Romans

Syllabus

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Course Description

The book of Romans is crucial to the understanding of salvation and sanctification. In this course, students explore the rich truths of justification and other significant topics by completing an exegetical and theological study of Paul's Epistle to the Romans *in the Greek text*. The course treats select historical, grammatical, structural, and lexical data that illumine the meaning of this important New Testament document. Students will be encouraged to put textual theory into living practice.

NOTE: This course assumes a basic skill in Greek exegesis and the ability to make grammatical and textual critical evaluations and to do Greek word studies.

Course Objectives

Upon completion of this course the student should be able to:

1. Increase the student's Greek vocabulary and gain additional competence in grammatical analysis and translation of the Greek text of Romans.
2. Gain additional experience in doing exegesis from the Greek text in preparation for expository preaching and teaching.
3. Wrestle with selected theological issues and formulate exegetically defensible solutions.
4. Be involved in a study of Romans in order to be able to think through the argument of the Epistle as a whole.

Course Texts

It is assumed that the student will have access to the standard lexicons, concordances, and other exegetical tools. The required commentary is C. E. Cranfield, *A Critical and Exegetical Commentary on the Epistle to the Romans*. 2 Vols. (ICC) Edinburgh: T. & T. Clark, 1975-1979 (paperback edition available, 2004). An annotated bibliography is found near the end of this syllabus. Students should peruse it for additional help in doing exegetical work for this course.



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Course Requirements

1. **Lectures:** The student is expected to listen to the lectures carefully. A phrase outline and a sentence outline are given to aid the student while listening to the lectures (See Excursus I, p. **Error! Bookmark not defined.**, and the Study Guide).
2. **Translation Assignments:**
 - a. The student is required to read/translate the Greek text **two** times as assigned.
 - 1) First Reading/Translation: The student is to read the assigned passage from the Greek text before hearing the lecture as listed in the assignment schedule (p. 10). Since this is a "study" translation, the student may use any of the available Greek translation aids **except** an interlinear and/or English translation including translations in commentaries. If all attempts have been tried and the student still cannot make sense of the passage, he/she may confer with an English translation. He/she is to do this **only** as a last resort.
 - 2) Second Reading/Translation: The student is to reread the assigned passage from the Greek text after he/she hears the lecture. Since this is a "second reading" translation, the student must use a lexicon only including Sakae Kubo, *A Reader's Greek-English Lexicon of the New Testament* (Berrien Springs: Andrews; Grand Rapids: Zondervan, 1976). All other translation aids are **forbidden** for this reading.



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- b. A **translation report sheet** is included (p. **Error! Bookmark not defined.**) so that the student can keep a record of whether or not he/she has completed the reading assignments.
 - 1) In order to get full credit for the **first** reading, the student must complete it (as described above) before he/she hears the lecture on the passage.
 - 2) In order to get full credit of the **second** reading, the student must complete it (as described above) after he/she has heard the lecture on the passage and before translating the next passage.
 - 3) Credit will be given **only** if the reading has been completed. Partial credit for partial completion will not be given.
- c. **Only** the Greek text is to be used when hearing the lecture so that the student will be able to see the particular words and structure mentioned in the lectures.

3. Quizzes:

- a. There are **eight** written quizzes. Each quiz will involve the translation of verses and the parsing of all verbal forms from verses selected from the passages in Romans designated on the schedule (see p. 10f). No tools can be used in taking these quizzes.
- b. Only **six** quizzes will be counted in the final grade. The student may drop two quizzes. The two lowest or missing quiz grades will be dropped from the grade computation.
- c. Quizzes must be taken in the order of the schedule (see p. 10f). They are to be done after the second reading of the passage and before starting on the next passage.

4. Papers:

- a. Two exegetical papers:
 - 1) The student is required to write exegetical papers on **Romans 3:21-31** and **6:1-14**.
 - 2) The purpose of each of these two exegetical papers is to give an interpretation of the two passages by stating the exegetical idea and tracing the development of the author's thought in commentary style.
 - 3) The form of these exegetical papers should be as follows:



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- a) **Length.** These exegetical papers are to be not more than **fourteen (14) single-spaced pages** in total length (including appendices, but excluding diagrams if used). Please number each page.
- b) **Translation.** It should be a lucid translation from the Greek text with corresponding verse notations. This translation should reflect your exegetical decisions on the passage; thus it will be one of the last things the student does before writing the paper.
- c) **Exegetical idea.** This is a **concise** statement of the subject (be specific) and complement that expresses the exegetical idea of the passage. The subject states what the passage is about and the complement states what it is saying about the subject.
- d) **Exegetical outline.** The outline is to be in **full sentence** form with verse notations accompanying each point (See Excursus II, p. **Error! Bookmark not defined.**, for instructions on how to construct an exegetical outline.).
- e) **Commentary.**
 - 1] **Introduction.** This involves a **short** contextual setting paragraph introducing the passage he/she is exegeting and showing the need for it. (See Excursus V, p. **Error! Bookmark not defined.**, for a Chronological Table of the Apostolic Age. This should help in briefly reconstructing the historical situation.)
 - 2] **Body.** The commentary itself should follow the exegetical outline of the passage. This involves a **restatement** of the outline with appropriate commentary interspersed. The student's commentary should reflect his/her conclusions on the word studies and textual problems he/she has included in the appendix (see g below) **and** his/her conclusions in two or three sentences on **other** textual problems which are cited in the passage but which the student did not write out in detail in the appendix.

The commentary is to be an exegesis of the passage and should reveal its meaning. The student is to carefully observe the particles in order to show the structure of the argument. He/she is to evaluate the grammatical nuances and to show the significance of crucial vocabulary. The student is to **validate** the argument he/she is making (See Excursus III, p. **Error! Bookmark not defined.**, for instructions on what should be validated and how to do it.).



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Information cited directly from reference works, commentaries, or periodical articles should be properly acknowledged. In referring to these works short footnoting in the text of the commentary itself may be used. Leave out unnecessary bibliographic details unless the work is generally unknown or is one of several volumes by the same author. Thus, a reference to a commentary on Romans should have author, short title, and page number (e.g., Moule, *Idiom Book*, p. 31; TDNT, 5:130-35; BAGD, p. 102).

- 3] Conclusion. This is a **short** paragraph(s) summarizing the argument of the passage as a result of his/her exegetical work.
 - 4] Greet text. All Greek words should be written out in Greek and not be transliterated in English unless citing a source.
- f) **Application**. State one practical application that is germane to the major emphasis of the passage.
- g) **Appendices**.
- 1] Textual problem. Write out **one** textual problem per assigned passage listed in the United Bible Societies (4th ed.) textual apparatus. Select the most crucial one and write it out. A Textual Criticism Chart is included to facilitate research of the major text traditions (p. **Error! Bookmark not defined.**). Use this chart to present your evidence.
 - 2] Word Studies. Write out **1-2** word studies on each passage. Do a diachronic and synchronic study. Pay special attention in the last part of the study to show how Paul uses the word elsewhere in theologically significant ways.
 - 3] Diagram. A grammatical diagram may be included.
 - 4] Other materials. Other items pertinent to the assigned passage may be included here such as an extended discussion of an exegetical problem, illustrative material, etc. However, these are optional.
- h) **Bibliography**. Do **not** write out a separate bibliography.
- 4) The **evaluation** of these exegetical papers will focus on their exegesis of the passage, accuracy of interpretation (how well the student handles the various interpretative problems), and clarity of presentation (how well the student states and supports his understanding of Paul's meaning).
- b. One theological paper.



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- 1) The **purpose** of this paper is to articulate Paul's doctrine of **sanctification** on the basis of exegesis in Romans. The paper should include both the objective (theological) and subjective (ethical) side of the subject. See Excursus IV (p. **Error! Bookmark not defined.**) for further instructions, a select bibliography and a list of suggested topics, which may help to focus the paper.
- 2) The **form** of the paper is to be written according to Turabian (Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* 6th ed.) composition style with footnotes or endnotes and bibliography. The length of the paper is to be not more than **twenty (20) double-spaced typewritten pages** in total length (including footnotes/end-notes but not counting the bibliography).
- 3) The evaluation of the paper will be on the basis of how well the student handles the subject theologically (see also Excursus IV, p. **Error! Bookmark not defined.**).

5. ITS Online Interactivity Forum

Participate with other students worldwide in an ongoing asynchronous threaded discussion of two major course topics. Go to www.ITScourses.org/interactivity/ to register for and enter the ITS Online Interactivity Forum. In order to get the fullest benefit from the Forum, complete the assignment **after** you have listened to *all* the lectures. Be sure to return to the forum after finishing the course to see how others respond. Follow these steps to complete the assignment:

- ◆ Post an original answer to each question for your course (75 word min.).
- ◆ Post your response to any previous answer given to each question (75 word min.).
- ◆ Submit a document to your proctor that contains the original questions, your postings, and the postings to which you responded.

NOTE: Please read the “Assignment Instructions” in the Forum for details.

Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.

6. Spiritual Formation Project

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. **With this in mind**, ITS includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).



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Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. *Identify your mentor early in the course*, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following

1. Personal Reflection and Evaluation: *Reflect on the course* – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

a. Follow these steps in your reflection:

Step 1: What **one** theme, principle, or concept in the course is the most significant to you personally? Why is it significant?

Step 2: What portion(s) of the course brought this theme/principle/concept to light?

Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?

Step 4: How should this affect your thoughts and actions, and what *specific steps* should you take to *concretely* apply what you have learned?

b. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: **approximately three pages**)

c. Give a copy of this reflection to your mentor (see #2).

2. Community Reflection and Interaction: *Interview a mentor* – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

a. Who should you interview? (1-3 are required; 4-6 are recommended)

1. Someone with whom you have a reasonably close relationship.
2. Someone who is a mature Christian ministry leader (i.e. a pastor).
3. Someone who is **not** your grader or a family member.
4. Someone who values the spiritual formation process.
5. Someone who is familiar with and values the subject of the course.
6. Someone who has experience using the content of the course in ministry.

NOTE: *Identify your mentor early in the course*, and give him/her the page entitled “Guidelines for Mentors.”

b. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:



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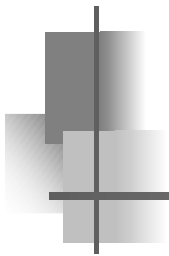
- ◆ What feedback can your mentor give in response to your essay?
- ◆ In light of the course content, are the conclusions you made appropriate? Why or why not?
- ◆ What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do **not** use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

3. Synthesis and Application: *Draw your final conclusions* – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- a. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- b. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - ◆ What were the mentor’s comments regarding your essay?
 - ◆ What advice did he/she give?
 - ◆ How did his/her comments expand or correct your application of the course?
 - ◆ Include the person’s name, occupation, and the length of the interview.
- c. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
 - ◆ If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
 - ◆ Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
 - ◆ In light of the interview and further reflection, what additional, *specific* changes need to occur in your life and what *concrete* steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course



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will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. **The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life.** If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation. Revised 10/05

8. **No examinations** will be given in the course.

Course Grading

The Translation Assignments	15%
The Quizzes	15%
The Exegetical Papers (two of equal value)	40%
The Theological Paper	15%
ITS Online Interactivity Forum.....	5%
Spiritual Formation Project	10%

Course Schedule

Lecture	Passage to be Covered
1	Introduction to the Epistle of Romans and 1:1-17
2	Romans 1:18-32
3	Romans 2:1-16 1st Quiz: Translation and parsing 2:1-16
4	Romans 2:17-29
5	Romans 3:1-20
6	Romans 3:21-31 2nd Quiz: Translation and parsing 3:1-31



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7	Romans 4:1-25
8	Romans 5:1-11
9	Romans 5:12-21 3rd Quiz: Translation and parsing 5:1-21
10	Romans 6:1-14
11	Romans 6:15-23
12	Romans 7:1-12 4th Quiz: Translation and parsing 6:1--7:12
13	Romans 7:13-25
14	Romans 8:1-17
15	Romans 8:18-39 5th Quiz: Translation and parsing 8:1-39
16	Romans 9:1-13
17	Romans 9:14-29
18	Romans 9:30--10:21 6th Quiz: Translation and parsing 9:14--10:21
19	Romans 11:1-16
20	Romans 11:17-36
21	Romans 12:1-21 7th Quiz: Translation and parsing 12:1-21
22	Romans 13:1-14
23	Romans 14:1-23
24	Romans 15:1--16:27 8th Quiz: Translation and parsing 14:1--15:13



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Notes Regarding This Downloaded Syllabus

This downloadable syllabus is not exhaustive. It is designed to provide learners with a picture of the course, not a full outline of the course. Grader Guidelines, Appendixes, Bibliographies, Lecture Outlines, and Review Questions have been removed. The complete course syllabus is included with purchase of the course in either a digital or hard-copy format.

Likewise, individuals taking the class for credit are responsible for the syllabus requirements of the specific institution through which the course is offered. Each individual institution has reserved the right to alter or change the syllabus as deemed necessary.