

Advanced Biblical Study in Greek: Romans
NT 710 (three credit hours)
Canadian Theological Seminary
Fall 2003

Course Syllabus

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Tuesday/Thursday 4:00 – 5:15 PM Office hours: anytime Monday – Thursday

Course Description

This integrative course bridges the gap between the exegesis of the Greek New Testament and Homiletics. Students develop skills in exegeting passages from Paul's letter to the Romans and sculpting sermons that are true to Paul's argumentative designs and which are persuasive and convincing to a contemporary audience.

Learning Outcomes

At the completion of this course, students are expected to demonstrate:

- 1 ability to exegete and interpret Romans according to a clearly articulated hermeneutic
- 2 ability to read carefully and interact critically with commentaries and other secondary literature
- 3 comprehension – through lectures and reading & research – of (1) the reasons why Romans was written, (2) the major theological ideas found in Romans, (3) the argumentative structure of each book, and (4) the historical background of each book
- 4 ability to reflect theologically upon the message of Romans and critique theological systems (e.g., Calvinism, Armenianism) used to interpret Romans

- 5 provide each sermon with a crystal-clear focus (aim, purpose, 'big-idea', sermon-in-a-nutshell, objective sentence)
- 6 ability to craft sermons informed by one's exegesis of the Bible and the contemporary world

Course Prerequisites

Three semesters of Greek-language study (Grammar and syntax), preferably "The Language of the New Testament" (BL 521), "Introduction to Greek Exegesis" (BL 522), and "Advanced Greek Exegesis" (BL 621).

Textbooks (required)

Carson, D. A. *Exegetical Fallacies*. Second Edition. Grand Rapids: Baker, 1996.

Moo, Douglas. *The Epistle to the Romans*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1996.

Daniel B. Wallace, *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids: Zondervan, 1996.

Textbooks (recommended but not required)

Klein, William W., Craig L. Blomberg, Robert L. Hubbard, *Introduction to Biblical Interpretation*. Dallas: Word, 1993.

Course Requirements

Book review	15%
Class participation	25%
Two exegetical papers	30%
Two sermons	30%

Book review (15%)

Students are required to read D. A. Carson's *Exegetical Fallacies* and write a book review consisting of two parts.

For part one of the review, *summarize* the book's content objectively. Layout this section in such a way that it will be a useful ready-reference to you in

the future. For example, you may follow his lay-out of chapter headings and sub-headings, and provide a brief discussion of each of the sub-categories. There is no need to summarize every category, but for the categories you ignore, it should be transparent why you have omitted it.

For part two of the review, provide a critical evaluation of key aspects of the book's contents. Do not go over four-five pages. You may write about the following things.

- 1 What questions did your reading of *Exegetical Fallacies* generate in your thinking? How did the book deal with your questions?
- 2 Evaluate various themes that hold the entire book or chapters together. Why does the author come to the conclusions that he does?
- 3 How do aspects of the book's content compare with what you have thought in the past? Where there is a difference between your thinking and what the author affirms, how has the author gone against what you've thought? Where were you wrong? How wrong? Where is he wrong? Why?

Come to class on October 23 prepared to contribute to a class discussion on the book. Your second exegetical paper must be informed by your reading of Carson.

Due date: **October 23**

Class participation (15%)

Attendance is expected at every class. Notify the professor in advance if you are unable to attend.

Participation. This course is focused around team-learning. As a team – teacher and students – we seek together to explore the argument, content, context of Romans, to critically evaluate interpretations of Paul's letter, and seek ways to proclaim its message today. Hence class participation is essential if we are to reach the course's *learning outcomes*.

The professor will lecture from the Greek text of Romans and all class discussion will be based on it. Therefore, students should seek to work as closely as possible with the Greek text. As a means to explicate the letter's meaning, we will rely heavily upon the syntactical categories found in Wallace's *Greek Grammar Beyond the Basics*. The teacher will be happy to review the essential content of the book with students as needed.

Douglas Moo's commentary on Romans will be our major dialogue partner for the course. In addition to the material in Moo used for the exegetical

paper, students are responsible to read approximately 300 pages of Moo and interact in writing and in class with their reading. On the sign-up sheet, sign your name five times beside passages from Moo that you will be responsible for. If you end up writing your exegetical paper on one of these passages, you will be required to sign up for another passage of Moo at some point during the course. Consult Moo's commentary for verses in Romans that correspond to the pagination on the sign-up sheet.

With an eye to the Greek text, read your pages in Moo, and write a two-page summary of your interaction with the commentary. This summary will include discussion of areas of agreement and disagreement (and explanations why), as well as questions generated from your reading that we might be able to explore in class. You will be expected to contribute significantly in class on the weeks that you have signed up for the reading of Moo. Each two-page summary is due the week of your reading.

Two exegetical papers (40%)

Students are required to write two exegetical papers of about eight-nine pages each based on two passages from Romans. Guidelines for the researching and writing of the exegetical paper will be distributed in class.

Each exegetical paper is due ***one week*** prior to the date to which you signed up.

Two sermons (20%)

Once the exegetical paper has been submitted for grading, students are to turn to write a sermon based on their exegesis of the passage and deliver the sermon in class (maximum twenty minutes). A few days prior to the delivery of the sermon, students must meet individually with the professor to discuss the outline and objective of the sermon.

Class Schedule

week 1	Sept 4	Introductory Lecture
week 2	Sept 9	Romans 1.1 – 15 Moo, xviii – 63
	Sept 11	Romans 1.16 – 32 Moo, 63 – 125
week 3	Sept 16	Romans 2.1 – 16 Moo, 125 – 157

	Sept 18	Romans 2.17 – 29 Moo, 157 – 177
week 4	Sept 23	Romans 3.1 – 20 Moo, 177 – 217
	Sept 25	Romans 3.21 – 31 Moo, 218 – 255
week 5	Sept 30	Romans 4.1 – 25 Moo, 255 – 290
	Oct 2	NO CLASS
week 6	Oct 7	Romans 5.1-11 Moo, 290 – 314
	Oct 9	Romans 5.12-21 Moo, 314 – 350
week 7	Oct 14	Romans 6.1-14 Moo, 350 – 395
	Oct 16	Romans 6.12-23 Moo, 396 – 408
week 8	Oct 21	Romans 7.1-12 Moo, 409 – 441
	Oct 23	Romans 7.14-25 Moo, 441 – 467
week 9	Oct 28	NO CLASS Community Days/Mission Emphasis
	Oct 30	Romans 8.1-17 Moo, 467 – 506
week 10	Nov 4	Romans 8.18-39 Moo, 506 – 547
	Nov 6	NO CLASS mid-term break
week 11	Nov 11	Romans 9.1 – 23 Moo, 547 – 609

	Nov 13	Romans 9.24 – 10.13 Moo, 609 – 660
week 12	Nov 18	Romans 10.14 – 11.24 Moo, 661 – 710
	Nov 20	Romans 11.25 – 12.2 Moo, 710 – 758
week 13	Nov 25	Romans 12.3 – 13.7 Moo, 758 – 810
	Nov 27	Romans 13.8 – 14.23 Moo, 810 – 864
week 14	Dec 2	Romans 15.1 – 15.29 Moo, 864 – 907
	Dec 4	Romans 15.30 – 16.27 Moo, 907 – 941
week 15	Dec 9	Last class

Exegetical Paper Sign-up sheet

Sept 11	Romans 1.18 – 32	_____
Sept 16	Romans 2.1 – 16	_____
Sept 18	Romans 2.17 – 29	_____
Sept 23	Romans 3.1 – 20	_____
Sept 25	Romans 3.21 – 31	_____
Sept 30	Romans 4.1 – 25	_____
Oct 7	Romans 5.1-11	_____
Oct 9	Romans 5.12-21	_____
Oct 14	Romans 6.1-14	_____
Oct 16	Romans 6.12-23	_____
Oct 21	Romans 7.1-12	_____
Oct 23	Romans 7.14-25	_____
Oct 30	Romans 8.1-17	_____
Nov 4	Romans 8.18-39	_____
Nov 11	Romans 9.1 – 23	_____
Nov 13	Romans 9.24 – 10.13	_____
Nov 18	Romans 10.14 – 11.24	_____
Nov 20	Romans 11.25 – 12.2	_____
Nov 25	Romans 12.3 – 13.7	_____
Nov 27	Romans 13.8 – 14.23	_____
Dec 2	Romans 15.1 – 15.29	_____
Dec 4	Romans 15.30 – 16.27	_____

Sign-up sheet: Douglas Moo's commentary on Romans

week 2	Sept 9	Moo, xviii – 63 _____, _____
	Sept 11	Moo, 63 – 125 _____, _____
week 3	Sept 16	Moo, 125 – 157 _____, _____
	Sept 18	Moo, 157 – 177 _____, _____
week 4	Sept 23	Moo, 177 – 217 _____, _____
	Sept 25	Moo, 218 – 255 _____, _____
week 5	Sept 30	Moo, 255 – 290 _____, _____
week 6	Oct 7	Moo, 290 – 314 _____, _____
	Oct 9	Moo, 314 – 350 _____, _____
week 7	Oct 14	Moo, 350 – 395 _____, _____
	Oct 16	Moo, 396 – 408 _____, _____
week 8	Oct 21	Moo, 409 – 441 _____, _____
	Oct 23	Moo, 441 – 467 _____, _____
week 9	Oct 30	Moo, 467 – 506 _____, _____
week 10	Nov 4	Moo, 506 – 547 _____, _____
week 11	Nov 11	Moo, 547 – 609 _____, _____
	Nov 13	Moo, 609 – 660 _____, _____
week 12	Nov 18	Moo, 661 – 710 _____, _____
	Nov 20	Moo, 710 – 758 _____, _____
week 13	Nov 25	Moo, 758 – 810 _____, _____
	Nov 27	Moo, 810 – 864 _____, _____
week 14	Dec 2	Moo, 864 – 907 _____, _____
	Dec 4	Moo, 907 – 941 _____, _____