

Front Range Bible Institute

NTL 756 Exegesis of Romans 1-8

Course Syllabus and Outline

Winter 2018

Professor Tim Dane

I. Course Description and Goals (all requirements apply equally to the German speaking students at EBTS and the Russian speaking students at IBS)

- A. This course is an exegesis of Romans 1-8 in the Greek text.
- B. Students will have notes and outlines from the professor.
- C. The professor will conduct class primarily on an interactive lecture format based on (1) exegetical observations of the Greek text as well as (2) expositional insights from an expositional/homiletical perspective.
- D. Students must be active in their interaction with the discussion and active in asking questions and answering questions to help the entire learning process (their own and the whole class).
- E. Questions that do not contribute to the course objectives should be asked privately (if the professor sees a class question as being more suited to a private answer, he will invite students to ask after class).
- F. The professor will supplement lectures with Power Point visual aids.
- G. The primary objectives are to:
 - i. gain a thorough knowledge of the contextual argument of Romans 1-8 through a study of the Greek text. This study will include (1) exposure to important introductory details that influence the exegesis of the text, (2) a section by section, verse by verse study of the Greek text, (3) a special focus on the main flow of Paul's argument and the theological themes which Paul develops, particularly in relation to the doctrine of justification by faith. The primary study will be in the Greek text.
 - ii. equip the student with a grasp of the text so that he might be better prepared for his own personal exegesis in preparation for preaching or teaching.
 - iii. give the student a grasp of (1) the contextual argument of Romans 1-8, (2) the major lexical issues, (3) the major syntactical issues, and (4) the major theological issues that Paul focuses on in Romans 1-8.

II. Student Work Requirements

- A. Students are expected to do the following:
 - i. Be in class promptly every day.
 - ii. Before class begins, read Romans 1-8 five times in your own language (One reading is to include the notes of the MacArthur Study Bible).
 - iii. Do a verse by verse translation of Romans 1-8 into German (or Russian) from the Greek text. To do this, you must parse every verb and verbal (infinitives and participles). As you do this translation, you must be keeping a section by section and verse by verse set of observations that you are getting from your interaction with the Greek text. Highlight

challenging issues involving translation and interpretation. These “problem” passages will become a significant part of the focus in the classroom.

- iv. As you do your readings and translation, create a section by section, verse by verse journal with observations from your preliminary readings and translation from Greek. This journal will help you to make note of significant doctrines and themes that you observe from your inductive studies. The student should use these observations to create a list of observations and questions from each section. In class the student can use these observations and questions to ask questions of the professor as the study comes to that particular section. The students are encouraged to ask serious questions for class interaction but to do so in a way that is relevant to productive learning.
- v. Before class read introductory materials and write a paper dealing with Introductory issues. Possible source might include the following:
 1. Donald Guthrie, *Introduction to the New Testament*.
 2. D.A. Cason, *New Bible Commentary*.
 3. Other good Bible Introduction resources are fine such as are available in your own language.
- vi. Prior to the first day of class, students are to write a five to ten page (double spaced and typed) paper on issues of Introduction that were learned from the Introduction reading described above. The paper will discuss the following topics: (a) Author, (b) Original recipients, (c) Significant historical and background factors, (d) Significant theological themes and motifs, (e) The major outline, which includes the major points and major sub points or sub-sub points (This outline may be in part or in whole a reproduction of sources consulted in other commentaries or Bible Introduction books) (**DUE FIRST DAY OF CLASS**).
- vii. Take class exam
- viii. Students will read their chosen expository message text over in German/Russian 20 times, making observations on a notebook with observations being verse by verse.
- ix. Complete the course project by preparing an expository sermon according to the general guidelines in this syllabus, teach the sermon, have the sermon evaluated by a peer or professor, and turn in the sermon evaluation.

B. Project Guidelines: One Expository Message (Note: based upon the leadership of EBTC and IBS, this project requirement might be modified to take the form of a formal research paper of 15-25 pages, with any change to be announced).

- i. The student will choose a passage by day two of class.
- ii. No students will have the same text.
- iii. Students will read their chosen text over in German/Russian 20 times, making observations on a notebook with observations being verse by verse.
- iv. Students will translate their text from the original language by parsing each verb and each verbal.
- v. Students will begin to compile a preliminary expository outline based on readings in the Russian text and translation from the original text.
- vi. Students will do a line diagram of their text (which will help the student to refine the expository outline according to the syntactical structure of the original text).
- vii. Students will consult a minimum of five exegetical resources for their passage and record relevant comments on the entire section in their notes.
- viii. Students will take these cumulative exegetical observations and form their expository outline. An outline that:

- a. flows from and reflects the syntactical flow of the original text (but comes in a form that lends itself to good application)
 - b. communicates truth in an orderly flow
 - c. has good flow and symmetry according to the unfolding of the verses in relation to one another
 - d. includes an appropriate amount of lexical detail to give the hearers a good understanding of the text
 - e. includes an appropriate amount of syntactical detail to give the hearers a good understanding of the text
 - f. includes an appropriate amount of theological information (biblical, systematic, historical) to help the readers understand the meaning and significance of the text
 - g. includes an appropriate explanation of the ethical principles that flow from the text for current and personal application
 - h. an introduction that might skillfully introduce the hearers to the main flow and heart of your message
 - i. a conclusion that takes the exposition and powerfully drives home the message
- ix. The student must teach this message and have someone give a written evaluation of the message (form supplied).
 - x. The message must be taught and the evaluation turned back in to EBTC/IBS by January 31, 2010.
- B. Along with the evaluation form, the student must turn in a written statement about completion of all work.
- i. Completed reading of Romans 1-8 for five times
 - ii. Completed reading of target passage for 20 times
 - iii. Completed reading of Bible Introduction
 - iv. Completed and turned in Introduction Summary for Romans (DUE by FIRST DAY OF CLASS)
 - v. Completed reading of a minimum of five commentaries on chosen text
 - vi. The completed sermon evaluation form (DUE by January 31)
 - vii. The completed exams (if not already done in class)
 - viii. A written statement that says you completed each of the stated requirements listed above.

III. Grading Criteria(Grading based on following)

Attendance:	mandatory
Completion of all reading (reading of Rom. 1-8 and intro. material):	20%
Exam:	20%
Completed Bible Introduction Paper:	20%
Completed, Preached and Evaluated Class Project:	40%

IV. Tentative Schedule (subject to daily change)

EBTC

<u>Day</u>	<u>Discussion</u>	<u>Requirements</u>
Jan 11	Intro through 2:16	Reading done, attend, turn in Intro paper
Jan 12	2:17 through 3:20	Attend class, participate
Jan 13	3:21 through 5:21	Attend class and participate
Jan 14	6:1-7:25	Attend class and participate
Jan 15	8:1-39	All assignments due:

IBS

<u>Day</u>	<u>Discussion</u>	<u>Requirements</u>
Jan 22	Intro through 2:29	Reading done, attend, turn in Intro paper
Jan 25	3:1 through 4:25	Attend class, participate
Jan 26	5:1 through 6:23	Attend class and participate
Jan 27	7:1 through 8:39	Attend class, participate, assignments due

V. Student Projects

Student	Text
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____
8 _____	_____
9 _____	_____
10 _____	_____
11 _____	_____
12 _____	_____
13 _____	_____
14 _____	_____
15 _____	_____
16 _____	_____
17 _____	_____
18 _____	_____
19 _____	_____
20 _____	_____

VI. Selected Bibliography (very limited)

Bruce, F. F. *Romans in Tyndale New Testament Commentaries*. Grand Rapids: Eerdmans, 1992. (English)

Carson, D.A. *New Bible Commentary* (Russian)

Cranfield, C. E. B. *Romans in The International Critical Commentary*. Edinburgh: T&T Clark, 1975.
(English)

Guthrie, Donald. *Introduction to the New Testament* (Russian)

Morris, Leon. *The Epistle to the Romans. The Pillar New Testament Commentary*, ed. D.A. Carson. Grand Rapids: William B. Eerdmann Publishing Company, 1992. (English)

Walvoord, John, ed. *The Bible Knowledge Commentary* (Russian)

VII. Sermon Evaluation Form

I. Sermon Evaluation Sheet (Grade with 0 to 2 on each non-bold point)....Name: _____
Evaluator: _____

A. Arrangement.....Arrangement sub grade (max 58) _____

 i. Introduction.....

 a. Gets attention.....

 b. Secures interest.....

 c. Indicates purpose of sermon.....

 d. Oriented to text/subject.....

 e. Connection made with previous message in series.....

 f. Good transition to proposition.....

 g. Proposition stated clearly.....

 h. Proposition repeated.....

 i. Right length.....

 ii. Body.....

 a. Skeleton.....

	1	Major points clear.....	_____
	2	Major points incorporating the proposition.....	_____
	3	Subordinate structure related to the main point.....	_____
	4	Transition between points smooth.....	_____
	5	Structure repeated effectively.....	_____
	6	Organization oriented to text throughout.....	_____
	b.	Flesh and Muscles.....	_____
	1	Lexical description effective.....	_____
	2	Syntactical/Grammatical description effective.....	_____
	3	Theological description effective.....	_____
	4	Theological corroboration persuasive.....	_____
	5	Attention directed to words of text/cross references.....	_____
	c.	Vital Organs.....	_____
	1	Illustrations appropriate and effective.....	_____
	2	Application pointed and forceful.....	_____
	3	Dialogue/argumentation clear, cogent.....	_____
iii.		Conclusion.....	_____
	a.	Good transition to conclusion.....	_____
	b.	Subtle synopsis of major burden structure of text.....	_____
	c.	Closing appeal clear, forceful (encouraging, exhorting)	_____
	d.	Purpose of the sermon fulfilled.....	_____
	e.	Appeal to unbelievers incorporated.....	_____
	f.	Right length.....	_____
B.		Delivery.....	Delivery sub grade (max 42)
	i.	Oral presentation.....	_____
	a.	Varied intensity.....	_____
	b.	Varied pitch.....	_____
	c.	Varied rate.....	_____
	d.	Appropriate pauses (w.o. audible pauses)	_____
	ii.	Physical presentation.....	_____
	a.	Body animation.....	_____
	b.	Appropriate facial expressions.....	_____
	c.	Appropriate gestures.....	_____
	d.	Varied eye contact.....	_____
	e.	Distracting mannerisms.....	_____
	iii.	Rational presentation.....	_____
	a.	Progression of message adequate.....	_____
	b.	Familiarity with content of message obvious.....	_____
	c.	Inconspicuous handling of notes.....	_____
	iv.	Pathos.....	_____
	a.	Passion (a message through the head and heart)	_____
	b.	Enthusiasm over the message.....	_____
	c.	Tone appropriate to content.....	_____
	v.	Language.....	_____
	a.	Concrete specific language.....	_____
	b.	Interesting expression, sense appeal.....	_____
	c.	Direct address.....	_____
	d.	Appropriate vocabulary.....	_____
	e.	Correct grammar.....	_____
	f.	Correct pronunciation.....	_____
C.		Final Evaluation.....	Final Grade