

Syllabus for Exposition of Romans (NTE 701)

Front Range Bible Institute (Winter 2018)

Professor Timothy L. Dane

I. Course Description

This class is an exposition of the Book of Romans based on the English text. This course will include classroom lectures from the professor and discussions revolving around the work of the students from their own studies.

Students will do outside class work in the following areas in preparation for classroom interaction: (1) background studies in Bible Introduction with a 5-10 page paper (double spaced) on Bible Introduction matters, (2) ten readings in the English text with a verse by verse set of notes that contain observations from your readings, (3) the production of an exegetical outline of the entire book with at least (a) main points, (b) sub points, and (c) sub sub points where appropriate.

Classroom lectures will deal with discussions about the kinds of items discussed above. It will include interaction from the professor from his own studies and teachings in this book. It will also include discussion about significant exegetical factors involving historical background, lexical issues, syntactical issues, and theological issues. If this class is done on an independent study basis, the students will meet the classroom requirement by listening to the expository messages of the professor: www.sermonaudio.com (speaker Timothy Dane).

Students are required to actively participate by asking and answering questions and taking notes. Detailed notes will be provided, but the student is encouraged to make additions in the margins based upon classroom discussions that will expand and elaborate.

II. Course Objectives

- A. To gain a strong grasp of the unfolding argument and content of Romans.
- B. To gain a thorough knowledge of the major background issues that impact the interpretation of 1 Romans.
- C. To learn how to identify and solve the major problem passages and the major doctrinal issues one faces in this book
- D. To learn the book's unfolding argument structure for the purpose of teaching the entire book expositionally
- E. To have this study move the student toward a closer and richer relationship with the Lord Jesus Christ

III. Required Course Materials

- A. Professor's notes on Romans (Expository Notes and other materials).
- B. Professor's audio messages on Romans. These can be heard or downloaded from sermonaudio.com under the speaker name Timothy Dane.
- C. Required Commentary.
 - i. Leon Morris, *Romans*, The Pillar Commentary Series (Grand Rapids: Eerdmans, 1988).

- D. A few other good commentaries (there are other good ones besides these)
- i. F. F. Bruce, *Romans*, Tyndale NT Commentary (Grand Rapids: Eerdmans, 1992).
 - ii. C. E. B. Cranfield, *Romans*, 2 vols., The International Critical Commentary series (Edinburgh: T&T Clark, 1975).
 - iii. John F. MacArthur, Jr., *Romans*, 2 vols., The MacArthur New Testament Commentary (Chicago: Moody, 1991).
 - iv. John Murray, *The Epistle to the Romans*, The New International Commentary on the New Testament (Grand Rapids: Eerdmans, 1993).
 - v. Thomas Schreiner, *Romans*, The Baker Exegetical Commentary Series (Grand Rapids: Baker, 1998).
- E. All: Your own computer or at least access to a computer (You do not need to have a laptop in class, but you may use one for note-taking if you prefer)
- F. Logos Libronix Bible Software Program (highly **recommended** as a personal study tool, but not required for the class. Group discount may be possible through FBI).

IV. Course Requirements

- A. Attend all classes (if a student must miss a class, he/she must obtain a DVD copy and watch the lecture). **If done by independent study, the student will fulfill this requirement by listening to the audio messages from sermonaudio.com.**
- B. All students:
- i. Read through the Book of Romans 5 times in English.
 - ii. As you are doing your readings, create a section by section, verse by verse journal from your preliminary readings. This journal will help you to make note of significant doctrines, themes and other exegetical insights 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 setting, the student could use these observations and questions to ask questions of the professor as the study comes to that particular section. Otherwise, these written observations will help you later when you are preparing your expository notes.
 - iii. To help you gain a big picture of the book itself as well as the historical and contextual background, read through roughly 10-30 pages of introductory materials on Romans from any Bible Introductory source (such as follows):
 1. The introductory materials from any good commentaries such as by Morris, MacArthur, Bruce, etc.
 2. The introductory materials from D. Edmond Hiebert on Romans (Hiebert has an excellent, but out of print, set of Introduction books on the NT). As a side note, any commentary you can get from Hiebert will be a very helpful tool.
 3. The introductory material from Donald Guthrie's *Introduction to the New Testament*

- iv. From your Bible Introduction reading, write a 5-10 page paper dealing with Bible Introduction issues: Author, Original Recipients, Date and Historical and Cultural Background of the epistle, Major Themes and Doctrines, Exegetical Outline of the epistle (with major points, sub points, and sub sub points where appropriate).
 - i. Take quiz on book materials if given.
 - ii. 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, turn in the sermon evaluation

C. Project Guidelines: One Expository Message

- i. The student will choose a passage to preach on (no students will have the same text).
- ii. Students will read their over their chosen text in their own language 20 times, making observations on their notebook with observations being verse by verse.
- iii. Students will do a line diagram of their text (from the Greek text if possible). This will help the student to refine the expository outline according to the syntactical structure of the original text.
- iv. Students will begin to compile a preliminary expository outline of their target text based on the readings they are doing in their own language as well as their observations from translation and their studies in the original text.
- v. Students will consult a minimum of five exegetical resources for their passage and record relevant comments on the entire section in their notes.
- vi. Students will take these cumulative exegetical observations and form their expository outline. This is an outline that:
 - 1. is in an outline form, but is very full in terms of both outline and content: (a) Major points that are symmetrical and represent the major them of the text, (b) sub points which are symmetrical and represent the major theme of each sub point, (c) sub sub points if necessary, (d) a quality introduction that brings your listeners to see how you will unfold your message and provides an introduction to the major structure and purpose of your message, (e) a summary that brings a concise conclusion and application to what you have presented.
 - 2. communicates truth in an orderly and cohesive flow
 - 3. has good flow and symmetry according to the unfolding of the verses in relation to one another
 - 4. includes an appropriate amount of lexical detail to give the hearers a good understanding of the text
 - 5. includes an appropriate amount of syntactical detail to give the hearers a good understanding of the text
 - 6. includes an appropriate amount of theological information (biblical, systematic, historical) to help the readers understand the meaning and significance of the text
 - 7. includes an appropriate explanation of the ethical principles that flow from the text for current and personal application
 - 8. includes transitions which enable you to smoothly flow from one point to the next
- vii. The student must teach this message in some public setting. In a classroom setting, this would be on the last day of class in a very abbreviated time setting, a very short setting that will force you to communicate it very efficiently (evaluation form supplied). Otherwise, this can be preached in church or taught in some other Bible study setting.

viii. Along with the evaluation form, **the student must turn in a written statement about completion of all work.**

1. Completed reading of Bible Introduction materials.
 2. Completed and turned in Bible Introduction paper.
 3. Completed reading of Romans 5 times in your own language.
 4. Completed reading of target passage for 10 additional times.
 5. Completed reading of a minimum of five commentaries on chosen target text on which you are going to preach.
 6. Completed reading of additional Master's level reading for Master of Divinity students.
- Completed teaching of your expository sermon and the submission of your sermon evaluation form.

V. Course Grading Criteria

- A. 25% Introduction reading and paper
- B. 25% Read Romans 5 times in your own language
- C. 25% Read Morris commentary
- D. 25% Expository Sermon

VI. Course Schedule

#	FBI Classes and Dates	FBI Class Discussions	Personal Studies (reading should be completed by the end of the class week)
1	1-11	Introduction through ch. 1	
2	1-18	2:1-3:20	
3	1-25	3:21-4:25	
4	2-1 (Kiev 2-8, 2-15)	5:1-6:23	
5	2-22	7:1-8:17	
6	3-1	8:18-9:29	
7	3-8	9:30-11:36	
8	3-15	12:1-21	
9	3-22	13:1-14:23	
10	3-29	15:1-16:27	

VII. Student Projects (pick your text)

VIII. Selected Bibliography (very limited)

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

- Cranfield, C. E. B. *Romans in The International Critical Commentary*. 2 vols. Edinburgh: T&T Clark, 1979. (English). **(probably top exegetical commentary for details)**
- Hodge, Charles. *Commentary on the Epistle to the Romans*. Grand Rapids: Eerdmans, 1994. (strong Reformed theologian)
- Moo, Douglas J. *The Epistle to the Romans*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1996. (Moo writes as a Reformed, Premillennial [post-trib] theologian)
- Morris, Leon. *The Epistle to the Romans*. *The Pillar New Testament Commentary*, ed. D.A. Carson. Grand Rapids: William B. Eerdmans Publishing Company, 1992. (Morris is always quality)
- Murray, John. *The Epistle to the Romans*. The New International Commentary on the New Testament (Eerdmans: Grand Rapids, 1959). (strong Reformed theologian)
- Schreiner, Thomas. *Romans*. Baker Exegetical Commentary on the New Testament (Grand Rapids: Baker, 1998). (Schreiner is an excellent exegete with hazy views on eschatology that can sometimes influence the way he brings covenant thinking to the text, but he is very good)
- Walvoord, John, ed. *The Bible Knowledge Commentary* (hard copy or on Logos Libronix). (Walvoord was one of the premier scholars of the 20th century with a strong premillennial background)

IX. 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	_____