

# Syllabus for Romans 1-8 Exegesis (NTL 701)

Front Range Bible Institute (Winter 2018)

Professor Timothy L. Dane

## I. Course Description

- A. This course is an exegesis of Romans 1-8 in the Greek text.
- B. The professor will conduct class primarily through self study by the student in combination with private meetings.
- C. The content of discussion will include an interactive discussion 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. The professor will supplement lectures with Power Point visual aids.

## II. Course Goals

- A. to 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.
- B. To 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.
- C. To 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.

## III. Required Materials.

- A. The course syllabus.
- B. The professor's expository notes from Romans.
- C. The professor's exegetical materials from Romans 1-8.
- D. C. E. B. Cranfield, Romans, Vol. 1, The International Critical Commentary (Edinburgh: T&T Clark, 1979). (required)
- E. C. E. B. Cranfield, Romans, Vol. 2, The International Critical Commentary (Edinburgh: T&T Clark, 1979). (suggested)
- F. Your own laptop.
- G. Your own Greek text (or other lexicon for translation work).
- H. Abbott-Smith, Manual Lexicon of the Greek New Testament.
- I. Logos Libronix (recommended).

## IV. Student Work Requirements

- A. Meet at scheduled times.
- B. Before class begins, read Romans 1-8 five times in your own language.
- C. Do a verse by verse translation of Romans 1-8. To do this, you must parse every verb and verbal (infinitives and participles). Use a Greek text and lexicon to do this work. You should strive to avoid the use of any other language crutches unless you have come to a dead-end at figuring out the right translation.
- D. As you do this translation, you should be keeping a section by section and verse by verse set of observations that you are getting from your interaction with the Greek text.
- E. Highlight challenging issues involving translation and interpretation. These “problem” passages will become a significant part of the focus in the classroom.
- F. 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.
- G. Read Cranfield vol. 1 on chapters 1-8 of Romans.
- H. Before class read introductory materials and write a paper dealing with Introductory issues. Possible source might include the following:
  - i. Donald Guthrie, *New Testament Introduction* (Downers Grove: IVP, 1990).
  - ii. C. E. B. Cranfield’s commentary on Romans (listed in bibliography).
  - iii. D. Edmond Hiebert, *An Introduction to the New Testament*, 3 vols. (Chicago: Moody, 1981).
  - iv. Other good exegetical/expository commentaries on Romans.
  - v. 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**).
- I. Take class exam
- J. 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. Project Guidelines:
  - i. The student will choose a passage.
  - ii. Students will read their chosen text 20 times, making observations on a notebook with observations being verse by verse.
  - iii. Students will begin to compile a preliminary expository outline based on readings in the English text and translation from the original text.

- iv. 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).
  - 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. 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
  - vii. The student must teach this message and have someone give a written evaluation of the message (form supplied) before the end of class.
- B. Along with the evaluation form, the student must turn in a written statement about completion of all work.
- i. Completion of all reading.
  - ii. Completion of parsing and translation.
  - iii. Completion of exam.
  - iv. Completion of Bible Introduction paper.
  - v. Completion of evaluated sermon.

## V. Grading Criteria(Grading based on following)

Reading (Ch. 1-8, 5x times, target passage, 10x, commentary and Intro):	20%
Completed parsing and translating	20%
Exam:	20%
Completed Bible Introduction Paper:	20%
Completed, Preached and Evaluated Class Project:	20%

## VI. Tentative Schedule (subject to daily change)

<u>Week</u>	<u>Discussion</u>	<u>Requirements</u>
1-8	No meeting	
1-15	Intro-1:39	
1-22	2:1-3:9	
1-29	3:10-31	
2-5	4:1-25	
2-12	5:1-21	
2-19	6:1-23	
2-26	7:1-25	
3-5	8:1-17	
3-12	8:18-39	

## VII. 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 20<sup>th</sup> century with a strong premillennial background)

# VIII. 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**