I. **Course Description**

This is an exegetical-theological study of Paul’s Epistle to the Romans in the Greek text. It involves the treatment of selected historical, grammatical, structural, and lexical data which evaluate the meaning of this important New Testament document. Special emphasis will be given to the theological themes and over-all argument of the Epistle. 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.

II. **Course Objectives**

A. To increase the student’s Greek vocabulary and gain additional competence in grammatical analysis and translation of the Greek text of Romans.

B. To gain additional experience in doing exegesis from the Greek text in preparation for expository preaching and teaching.

C. To wrestle with selected theological issues and formulate exegetically defensible solutions.

D. To be involved in a study of Romans in order to be able to think through the argument of the Epistle as a whole.

III. **Course Materials**


It is assumed that the student will have access to the standard lexicons, concordances, and other exegetical tools. The required commentary is Douglas Moo, *The Epistle to the Romans*. (NICNT), Grand Rapids: Eerdmans, 1996. An annotated bibliography is found near the end of this syllabus. One should peruse it for additional help in doing exegetical work for this course.

IV. **Course Requirements**

A. Recorded 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.

B. Translation Assignments
1. The student is required to read the Greek text of Romans two times as assigned.

   a. First Reading: The student is to read the assigned passage from the Greek text before hearing the lecture as listed in the assignment schedule. 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. A translation report sheet is enclosed so that the student can keep a record of whether or not he/she has completed the reading assignments.

   a. 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.

   b. 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.

   c. Credit will be given only if the reading has been completed. Partial credit for partial completion will not be given.

3. 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.

C. Quizzes

There are four written quizzes given. 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. Sheets for translation and parsing are included. Only the Greek text may be used in taking the quizzes. No translation aid (e.g., Zerwick, Kubo, Rienecker, et al.) may be used.
1. Quizzes must be taken in order of the schedule. They are to be done after the second reading of the passage and before starting on the next passage.

2. Quizzes are to be taken in the presence of a proctor. Students should submit the Proctor Arrangement Form as soon as possible for this course. The quizzes will be sent directly to the proctor when the form has been received by the Office of Continuing Education.

D. Exegetical Paper

The student is required to write one exegetical paper on any passage or significant theme in Romans. The purpose of this exegetical paper is to give an interpretation of the passage or theme selected by stating the exegetical idea and tracing the development of the author's thought in commentary style. The form of these exegetical papers should be as follows:

1. Length. This exegetical paper is to be a minimum of 4,000 words in total length (twelve to fourteen pages including appendices, but excluding diagrams if used). Please number each page.

2. 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.

3. Exegetical idea. This is a concise statement of the subject (be specific) and complement that expresses the exegetical idea of the passage. The subject is stating what it is talking about and the complement states what it is saying about the subject.

4. Exegetical outline. The outline is to be in full sentence form with verse notations accompanying each point (See Excursus II).

5. Commentary

   a. Introduction. This involves a short contextual setting paragraph introducing the passage he/she is exegeting and showing the need for it.

   b. 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 e. 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. It is to reveal the meaning of the passage. 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).

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). All Greek words should be written out in Greek and not be transliterated in English unless citing a source.

c. Conclusion. This is a short paragraph summarizing the argument of the passage as a result of his/her exegetical work.

d. Application. State one practical application that is germane to the major emphasis of the passage.

e. Appendices

1) Textual problem. Write out one textual problem per assigned passage listed in the United Bible Societies (4th ed.) or Nestle-Aland (27th ed. Greek text. Select the most crucial one and write it out.

2) Word Studies. Write out a minimum of one and a maximum of two 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 also optional.

5) Bibliography. Do not write out a separate bibliography.
6. 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).

E. The student is required to participate in the discussion areas of TriNet. Thoughtful responses should be given to at least one question in each discussion area, and responses to the comments of other students are encouraged.

V. Grading of the course

A. The translation assignments 25%
B. The quizzes 20%
C. The exegetical paper 50%
D. TriNet discussion questions 5%

All assignments should be submitted directly to your Course Tutor using the icon within your TriNet course labeled with your course tutor's name. Exams should be mailed by your proctor to the address below. Course work may be submitted by mail if necessary.

Distance Education
Trinity Evangelical Divinity School
2065 Half Day Road
Deerfield, IL 60015

If you have any questions regarding format and style of your papers, please refer to the TIU Style and Format Guide which can be found in the DE Resources area of TriNet or on Trinity’s Library webpage.

If you have questions related to your assignments, please contact your Course Tutor in TriNet. All other questions should be directed to the Distance Education office (email or 847-317-6554).

VI. Bibliography for the Course

A. Bibliographical Sources for Commentaries and Periodical Literature


Wagner, Gunter, ed. An Exegetical Bibliography on the Epistle to the Romans. Ruschlikon-Zurich: Baptist Theological Seminary,
1973. Done by assistants at Ruschlikon Theological Seminary and covers German, French, and English literature.

See each section of K. Kasemann's *Commentary on Romans* for a review of literature.

Consult the ICC by Sanday and Headlam (1902) and the new edition by Cranfield (1975) for a discussion of commentaries and the history of exegesis.

B. Some Helpful Commentaries and Articles


———. *A Shorter Commentary on Romans*. Trans. by D. H. Van Daalen. Richmond: John Knox Press, 1959. These are extramural lectures given in Basel in winter of 1940-1. A good way to understand Barth's ability as a theological commentator. His limitations also show to the discerning.


Dodd, C. H. The Epistle of Paul to the Romans. London: Fontana, 1959 edition (original edition 1932). Now available in paper. Dodd was one of England's most famous N.T. scholars. Moderately liberal. For example note a comment from 9:20-21: "But the trouble is that man is not a pot; he will ask, 'Why did you make me like this?' And he will not be bludgeoned into silence. It is the weakest point in the whole epistle" (p. 171).


good, but not always exciting reading.

Toronot: J. I. C. Wilcox, 1925. Later title, Romans Verse by
Verse. Good work for the teacher of laymen. Dispensational.

Nygren, Anders. Commentary on Romans. Trans. by C. C.
treatment of the argument but not too strong on details.
Lutheran.

In Dictionary of Paul and His Letters. Edited by Gerald F.
Hawthorne, Ralph P. Martin, Daniel G. Reid, 827-37. Downers

Piper, J. The Justification of God: An Exegetical and Theological Study

Reasoner, Mark. S.v. "Rome and Roman Christianity." In Dictionary of
Paul and His Letters. Edited by Gerald F. Hawthorne, Ralph P.
Martin, Daniel G. Reid, 850-55. Downers Grove: InterVarsity

Ridderbos, Herman N. Paul: An Outline of His Theology. Translated by

Sanday, William and A. C. Headlam. A Critical and Exegetical
Commentary on the Epistle to the Romans. 5th ed. Edinburgh:
T. & T. Clark, 1902. Still a vital tool for detailed work. It has
much historical information.

(original 1935). Famous conservative work. Considered by
Schlatter as his best.

Schreiner, Thomas R. “Israel’s Failure to Attain Righteousness in


Shedd, W. G. T. Commentary on Romans. New York: Schribner’s
Sons, 1897. Commentary on Greek text from reformed
perspective. Helpful on theology.

Snodgrass, K. “Spheres of Influence: A Possible Solution to the
Problem of Paul and the Law.” Journal for the Study of the New

Stifler, James. The Epistle to the Romans: A Commentary, Logical
and Historical. New York: Revell, 1897 (rpt. 1960). Stifler
taught Romans for twenty years at Crozier Theological
Seminary. A careful treatment. This may be the best for the average reader or Sunday School teacher.


C. Expositional and Other Study Helps:


VII. Schedule for the Course

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Passage to be Covered</th>
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<td>Introduction to the Epistle of Romans and 1:1-17</td>
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<td>2</td>
<td>Romans 1:18-32</td>
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<td>3</td>
<td>Romans 2:1-16</td>
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<td>4</td>
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5 Romans 3:1-20
6 Romans 3:21-31
1st Quiz: Translation and parsing 2:6-3:25
7 Romans 4:1-25
8 Romans 5:1-11
9 Romans 5:12-21
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12 Romans 7:1-12
2nd Quiz: Translation and parsing 5:1-6:12
13 Romans 7:13-25
14 Romans 8:1-17
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16 Romans 9:1-13
17 Romans 9:14-29
18 Romans 9:30--10:21
3rd Quiz: Translation and parsing 8:18-9:24
19 Romans 11:1-16
20 Romans 11:17-36
21 Romans 12:1-21
22 Romans 13:1-14
23 Romans 14:1-23
24 Romans 15:1-16:27
4th Quiz: Translation and parsing 12:1-21; 14:7-23