



# NT026-612/812 & NT027-612/812

## Romans Unit Outline

### About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Romans**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 1 2020

## Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at the ACT's website: [www.actheology.edu.au](http://www.actheology.edu.au)

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT's website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

# Information about this unit

## Unit description

This core of this unit is a detailed study of Romans 1-8. This will include placing these passages in their context within history, Paul's theology and the structure of Romans as a whole.

## Learning Outcomes

### NT026-612 Romans (English) Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

#### Know and understand

1. Demonstrate developing knowledge and understanding of the Book of Romans in the English text

#### In order to determine the meaning of the text of Romans, be able to:

1. Analyse the 'introductory' issues in understanding of Romans
2. Reflect critically on the main themes and theological teachings of Romans
3. Exegete selected passages of the English text of Romans

#### Be in a position to:

1. Apply the teaching of Romans to contemporary Christian living and ministry contexts

### NT027-612 Romans (Greek) Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

#### Know and understand

1. Demonstrate developing knowledge and understanding of the Book of Romans in the Greek text

#### In order to determine the meaning of the Greek text of Romans, be able to:

1. Analyse the 'introductory' issues in understanding Romans
2. Reflect critically on the themes and theological teachings of Romans
3. Translate and exegete selected passages of the Greek text of Romans

#### Be in a position to:

1. Apply the teaching of Romans to contemporary Christian living and ministry contexts

### **NT026-812 Romans (English) Learning Outcomes**

On completion of this unit, the student should have achieved the following learning outcomes:

#### Know and understand

1. Demonstrate advanced knowledge and understanding of the Book of Romans in the English text

#### In order to determine the meaning of the Greek text of Romans, be able to:

1. Examine the 'introductory' issues in understanding Romans
2. Evaluate alternative interpretations of the main themes and theological teachings of Romans
3. Exegete selected passages of the English text of Romans

#### Be in a position to:

1. Apply the teaching of Romans to contemporary Christian living and ministry practice

### **NT027-812 Romans (Greek) Learning Outcomes**

On completion of this unit, the student should have achieved the following learning outcomes:

#### Know and understand

1. Demonstrate advanced knowledge and understanding of the Book of Romans in the Greek text

#### In order to determine the meaning of the Greek text of Romans, be able to:

1. Examine the 'introductory' issues in understanding Romans
2. Evaluate alternative interpretations of the themes and theological teachings of Romans
3. Translate and exegete selected passages of the Greek text of Romans

#### Be in a position to:

1. Apply the teaching of Romans to contemporary Christian living and ministry practice

## How this Unit Contributes to the Course

"Paul's letter to the Romans has been called 'the quintessence and perfection of saving doctrine.' Romans is perhaps the most challenging and thoroughly doctrinal book of the entire New Testament. It deals with many issues that are basic to Christian Theology and practice."<sup>1</sup> It has therefore been chosen by QTC as an essential unit of study and one suitable for introducing the student to the work of one of the New Testament's major writers.

## Pre-requisites and Co-requisites

Students enrolled in Romans need to have successfully completed, or be currently enrolled in, NT002-512/712 or NT302/502.

Greek exegesis students (NT027-612/812) need to have successfully completed LA004A & LA004B.

## How this unit is organized & what we expect of you

The unit is taught over 13 weeks, with three 50-minute lectures each week. For students studying the Greek Text units (NT027-612/812) from week two onward, the first lesson of the week will be translation, the second, exegesis and the third will cover theological issues. Students studying the English Text units (NT026-612/812) will attend the exegesis and theological issues classes with the Greek Text students, but will have a separate class as a substitute for the Greek Translation class, labelled "English Text Class" in the unit timetable below.

**WEEKLY STUDY COMMITMENT:** This unit is worth 12 credit points toward your qualification. A 12 credit-point unit is considered to require a time commitment averaging 10 hours per week throughout Semester teaching and assessment weeks. Students are required to attend all lectures, complete any set pre-reading or translation preparation and complete assessment tasks by the relevant due date. If you find that you need to consistently spend more time than this on the unit, please contact the unit coordinator as a matter of importance. Please do be in touch as soon as you can if you anticipate having any difficulties with your assessments.

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<sup>1</sup> Blomberg, Craig L., recommendation for *The Epistle to the Romans*, by Douglas J. Moo (Grand Rapids, MI: Eerdmans, 1996), cover.

## Teaching staff

LECTURER AND UNIT CO-ORDINATOR

**Rev Dr Nick Brennan**

E [nbrennan@qtc.edu.au](mailto:nbrennan@qtc.edu.au)

P 07 3062 6939

## Other Key Contacts

### Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

P 07 3062 6939

### Moodle functions and queries

Contact the Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

P 07 3062 6939

### Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, and for help with how to renew a book for longer or place a hold on a book currently out to another person.

E [library@qtc.edu.au](mailto:library@qtc.edu.au)

P 07 3062 6939

## Unit timetable: topics & teaching and learning activities

	<b>Greek Translation</b>	<b>Exegesis passage</b>	<b>Lecture Topic</b>	<b>English Text Course *</b>
WEEK 1	Author, date etc. Structure	Romans 1 :1-17	Romans 1:18-32	Attend "translation" lecture this week
WEEK 2	3:1-20	Rom 2	Paul and his Interpreters 1	Reading group Westerholm Ch 1
WEEK 3	3:21-31	Rom 3:1-20	Paul and his Interpreters 2	Reading group Westerholm Ch 2
WEEK 4	4:1-12	Rom 3:21-31	The Righteousness of God in Romans	Reading group Westerholm Ch 3
WEEK 5	4:13-25	Rom 4:1-12	Justification in Romans	Reading group Westerholm Ch 4
WEEK 6	5:1-11	Rom 4:13-25	Grace and Works of the Law in Romans	Reading group Westerholm Ch 5
WEEK 7	5:12-21	Rom 5:1-11	The Death of Christ in Romans	Reading group Westerholm Ch 6
WEEK 8	6:1-14	Rom 5:12-21	Faith in/of Christ in Romans	Reading group Westerholm Ch 7
NO LECTURES 6-19 APRIL: MID-SEMESTER BREAK				
WEEK 9	6:15-23	Rom 6	Sanctification in Romans	Romans 9:1-13
WEEK 10	7:1-12	Rom 7:1-12	The Spirit in Romans	Romans 9:14-29
WEEK 11	7:13-27	Rom 7:13-25	The Law in Romans	Romans 9:30- 10:21
WEEK 12	8:1-17	Rom 8:1-17	The Status of Israel in Romans	Romans 11:1-10
WEEK 13	8:18-39	Rom 8:18-39	Christology in Romans	Romans 11:11-36

\* Students enrolled for NT026-612/812 are required to read: Westerholm, Stephen. *Justification Reconsidered: rethinking a Pauline theme*. Grand Rapids, MI: Eerdmans, 2013.



## NT026-612 Romans (English) Assessments

Assessments are submitted online via Moodle.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **6%** of the total possible marks for the assessment item **per calendar day**, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>Critical Book Review</b>  <b>1500 words</b>  <b>Worth 30% of final grade</b></p>	<p>Write a critical book review of <b>1500</b> words on <b>ONE</b> of the following books:</p> <ol style="list-style-type: none"> <li>1. Seifrid, Mark A. <i>Christ, our Righteousness</i>. NSBT 9. Leicester: Apollos, 2000.</li> <li>2. Ed. Ben C. Blackwell et al. <i>Reading Romans in Context: Paul and Second Temple Judaism</i>. Grand Rapids, MI: Zondervan, 2015.</li> <li>3. Gaffin, Richard. <i>Resurrection and Redemption</i>. Phillipsburg, NJ: P &amp; R, 1987.</li> <li>4. Wright, N. T. <i>Paul in Fresh Perspective</i>. Philadelphia, PA: Fortress, 2009.</li> <li>5. Schreiner, Thomas. <i>The Law and its Fulfilment</i>. Grand Rapids, MI: Baker, 1998.</li> </ol>
<p><b>Exegesis Major Paper</b>  <b>2500 words</b>  <b>Worth 40% of final grade</b></p>	<p>A paper on a passage within the selected passages in Romans:  Write a <b>2500 word</b> exegetical essay on <b>ONE</b> of the following passages in the <b>English</b> Text:</p> <ol style="list-style-type: none"> <li>1. Romans 4:16-25</li> <li>2. Romans 6:15-23</li> <li>3. Romans 8:18-25</li> </ol>



<p><b>English Exegesis Take-Home Exam</b> <b>1500 words</b> <b>Worth 30% of final</b></p>	<p>The Take Home Exam will consist of three questions. The questions will be based on the Westerholm volume prescribed and the sections of Romans 9-11 studied in class.</p> <p>The Take-Home Exam questions will be issued to students three days before the due date.</p>
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Students taking **NT026-612** are also required to read: Stephen Westerholm, *Justification Reconsidered: rethinking a Pauline theme*. Grand Rapids, MI: Eerdmans, 201

## NT027-612 Romans (Greek) Assessments

Assessments are submitted online via Moodle.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>Critical Book Review</b>  <b>1500 words</b>  <b>Worth 30% of final grade</b></p>	<p>Write a critical book review of <b>1500</b> words on <b>ONE</b> of the following books:</p> <ol style="list-style-type: none"> <li>1. Seifrid, Mark A. <i>Christ, our Righteousness</i>. NSBT 9. Leicester: Apollos, 2000.</li> <li>2. Ed. Ben C. Blackwell et al. <i>Reading Romans in Context: Paul and Second Temple Judaism</i>. Grand Rapids, MI: Zondervan, 2015.</li> <li>3. Gaffin, Richard. <i>Resurrection and Redemption</i>. Phillipsburg, NJ: P &amp; R, 1987.</li> <li>4. Wright, N. T. <i>Paul in Fresh Perspective</i>. Philadelphia, PA: Fortress, 2009.</li> <li>5. Schreiner, Thomas. <i>The Law and its Fulfilment</i>. Grand Rapids, MI: Baker, 1998.</li> </ol>
<p><b>Exegesis Major Paper</b>  <b>2500 words</b>  <b>Worth 40% of final grade</b></p>	<p>A paper on a passage within the selected passages in Romans:  Write a <b>2500 word</b> exegetical essay on <b>ONE</b> of the following passages in the <b>Greek</b> Text:</p> <ol style="list-style-type: none"> <li>1. Romans 3:21-31</li> <li>2. Romans 5:1-11</li> <li>3. Romans 6:15-23</li> </ol>

<p><b>Six Greek Exegesis Online Tests 1500 words Worth 30% of final grade</b></p>	<p>Students will take 6 Translation Tests on QTC Moodle, each of one hour, between Weeks 2 and 12 of the semester. They will write about 250 words for each test, which will assess understanding of the Greek text studied that week. The average of the test marks will be used to calculate a mark out of 25% of the total marks for the unit.</p> <p>A student who fails to complete a test by the due date without valid reason will not be able to take it later, and will receive 0.</p> <p>These tests are to encourage students to complete the Greek homework each week, and actively and consistently learn in the weekly Greek class times.</p>
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## NT026-812 Romans (English) Assessments

Assessments are submitted online via Moodle.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **6%** of the total possible marks for the assessment item **per calendar day**, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>Research Paper</b>  <b>2,500 words</b>  <b>Worth 35% of final grade</b></p>	<p>Write an essay of <b>2500</b> words on an aspect of Paul's thought, answering <b>ONE</b> of the following questions:</p> <ol style="list-style-type: none"> <li>1. Discuss the various views of Paul's reason for writing Romans and argue for a particular purpose or purposes for the Letter.</li> <li>2. What is the function of Romans 9-11 in Romans as a whole?</li> <li>3. Discuss how Rom 1:1-6 acts as a programmatic opening for the Letter.</li> <li>4. Discuss debates over the identity of those Paul speaks of in 2:14-16 and 2:26-29, in particular how this affects the interpretation of Paul's argument Rom 2, and make a case for who you think these passages are speaking about.</li> </ol>
<p><b>Exegesis Major Paper</b>  <b>3,000 words</b>  <b>Worth 40% of final grade</b></p>	<p>A paper on a passage within the selected passages in Romans:  Write a <b>3000 word</b> exegetical essay on <b>ONE</b> of the following passages in the <b>English</b> Text:</p> <ol style="list-style-type: none"> <li>1. Romans 3:1-9</li> <li>2. Romans 7:1-6</li> <li>3. Romans 8:1-11</li> </ol>

<p><b>English Exegesis Take-Home Exam</b></p> <p><b>1500 words</b></p> <p><b>Worth 25% of final grade</b></p>	<p>The Take Home Exam will consist of three questions. The questions will be based on the Westerholm volume prescribed and the sections of Romans 9-11 studied in class.</p> <p>The Take-Home Exam questions will be issued to students three days before the due date.</p>
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Students taking **NT026-812** are also required to read: Stephen Westerholm, *Justification Reconsidered: rethinking a Pauline theme*. Grand Rapids, MI: Eerdmans, 2013.

## NT027-812 Romans (Greek) Assessments

Assessments are submitted online via Moodle.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<b>Research Paper</b> <b>2500 words</b> <b>Worth 35% of final grade</b>	Write an essay of <b>2500</b> words on an aspect of Paul's thought, answering <b>ONE</b> of the following questions: <ol style="list-style-type: none"> <li>1. Discuss the various views of Paul's reason for writing Romans and argue for a particular purpose or purposes for the Letter.</li> <li>2. What is the function of Romans 9-11 in Romans as a whole?</li> <li>3. Discuss how Rom 1:1-6 acts as a programmatic opening for the Letter.</li> <li>4. Discuss debates over the identity of those Paul speaks of in 2:14-16 and 2:26-29, in particular how this affects the interpretation of Paul's argument Rom 2, and make a case for who you think these passages are speaking about.</li> </ol>
<b>Exegesis Major Paper</b> <b>3,000 words</b> <b>Worth 40% of final grade</b>	A paper on a passage within the selected passages in Romans: Write a <b>3000 word</b> exegetical essay on <b>ONE</b> of the following passages in the <b>Greek</b> Text: <ol style="list-style-type: none"> <li>1. Romans 2:12-24</li> <li>2. Romans 5:12-21</li> <li>3. Romans 6:1-12</li> </ol>

<p><b>Six Greek Exegesis Online Tests 1500 words Worth 25% of final grade</b></p>	<p>Students will take 6 Translation Tests on QTC Moodle, each of one hour, between Weeks 2 and 12 of the semester. They will write about 250 words for each test, which will assess understanding of the Greek text studied that week. The average of the test marks will be used to calculate a mark out of 25% of the total marks for the unit.</p> <p>A student who fails to complete a test by the due date without valid reason will not be able to take it later, and will receive 0.</p> <p>These tests are to encourage students to complete the Greek homework each week, and actively and consistently learn in the weekly Greek class times.</p>
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# Guide to Assessments

## *What are we looking for?*

### General Remarks

All students are expected to read the guidelines for written assignments provided in the ACT Handbooks, available in the library or online. You should also read the relevant sections of the QTC Student Handbook.

All written work for this course should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions.)

All Greek and Hebrew cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Greek Hebrew and Roman Unicode ranges, but is not required. It is freely available from the SBL website: <http://www.sbl-site.org/educational/biblicalfonts.aspx>

The Learning Resources listed in this outline provide a beginning point for research for assessments for this course; students are expected to engage with the works listed there, but are not limited to these resources. The literature on Romans is massive, and you are encouraged to consult widely.

Do note carefully the *number of words required* for each assessment item, depending on whether you are enrolled for NT026-612 (based on the English Text) or NT027-612 (Greek Text) or NT026-812 (English Text) or NT027-812 (Greek Text).

### Assessment 1:

#### **Critical Book Review (NT026-612/NT027-612)**

This paper is essentially a book review, however with an emphasis on being critical. The primary aim of the assessment is to evaluate the assigned book's treatment of an aspect of Paul's thought and/or Romans. The essay requires you to briefly summarise the book, and, in particular, to analyse its strengths and weaknesses in handling Paul's thought and/or Romans. While the essay is not asking you to read far beyond the assigned text and Romans, you would be wise to consult published reviews of the book, in order to compare your own impressions with those of others. A normal book review will cover material which you do not need to, e.g. print quality, typographical errors, lengthiness etc. What you do need to focus on is whether and why you feel the author's primary thesis or theses represent an accurate reading and interpretation of the issues it addresses in reading Paul.

Because of the need to have access to the book you are reviewing you may wish to purchase the volume for yourself or see if a copy can be borrowed from the library.

#### **Research Essay (NT026-812/NT027-812)**

The paper should be written in standard essay format. Show that you have read widely and deeply on the specific aspect of Pauline scholarship you have selected and thoroughly considered the text of Romans. Make sure your essay covers all aspect of the question posed, including: noting the range of views in scholarship, critically interacting with the arguments of others, engaging with the full range of pertinent texts in Romans related to your question, and making a well-ordered and substantiated argument for the position you take.

This paper is designed to assess your ability to research modern scholarship on an aspect of Paul's theology, and critique that scholarship. As you do so, you will gain an increased

appreciation of the purpose, content, structure and themes of Romans. This will provide a foundation for later assessments.

## Assessment 2: Exegesis Major Paper

Purpose:

1. To assess your ability to exegete the chosen passage in detail and critically interact with scholarship on that passage.
2. To assess your ability to build a sustainable argument for how you believe the passage should be interpreted.

There are potentially two parts to this task:

- A. Introduction, Setting and Structure; and
- B. Translation, Analysis and Synthesis

**HOWEVER, you need only include material from A if it makes a significant contribution to your interpretation of the passage. The only necessary aspect of A required is to situate the chosen text within the Letter and it's immediate context.**

Below are the component building blocks of the exegesis paper. However, it is primarily an essay arguing for a particular interpretation of the passage.

### Introduction, Setting and Structure:

- *Introduction*: a brief statement of intent or purpose.
- Mention the *authorship*, and defend it if controverted.
- Discuss the *historical setting* of the passage (time, place, occasion of writing and recipients).
- Discuss the *canonical setting* of the passage (where it fits into Romans, and perhaps where it fits in the wider framework of Paul's epistles).
- Describe the *immediate context* of your passage, and explain and defend its *boundaries* as a self-contained unit of Scripture.
- You may need to discuss *critical questions* about which is the best *text* of the passage, especially if you are studying Romans in Greek.
- Describe the *structure* of the passage and its *literary features*, including its literary genre (narrative, poetry etc).

**Translation, Analysis and Synthesis:** This is the heart of your task.

### Translation and Grammatical Remarks:

- *Translate* the passage, taking textual variants into account.
- Study carefully *key words or phrases*, historically and within the present context.
- Provide a detailed *grammatical discussion of significant issues* (though NOT simply the parsing of individual words).
- Attempt to *give a solution* for any grammatical and exegetical problems.
- Remember that your *structural outline* should provide the basic outline of your approach to the passage.
- The conclusions that you have drawn from your discussion of *critical questions* should be incorporated here.

**Analysis of the Passage:**

- Give a faithful *exposition of the meaning of the passage*, on the basis of all the preceding work.
- *Compare or contrast* this passage with other passages that cover the same or similar topics.

**Synthesis and Conclusion:**

- Summarise *the message* of the passage.
- Outline any major *Biblical themes* that emerge from the passage.
- The synthesis will often involve the discussion of matters that first emerged in the *structural outline*.

Your paper should include a **bibliography** in the usual SBL format.

**Assessment 3:****English Text students: Exegesis Take-Home Exam**

You will be required to complete short answer questions from the passages covered and from the group reading task.

All direct quotations in your answers from books and articles should be footnoted, but there is no need to footnote the lectures. As is the case with a formal on-site exam, lecture notes and audio recordings of lectures should not ordinarily be footnoted or included in the bibliography of a Take-Home Exam.

For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*.

**Greek Text students: Weekly online tests**

On six of the 13 weeks you will have a 60 minute online test covering the passage translated in class for that week. You will be expected to write about 250 words for your answers to each test. There will be questions on the grammar and meaning of constructions discussed in class. You will not know in which weeks the test will be held until after the classes. The best preparation is to do the set translation and review it in class in preparation for the possible test that week.

## Learning Resources

### NT026-612/812 students must have:

Stephen Westerholm. *Justification Reconsidered: rethinking a Pauline theme*. Grand Rapids, MI: Eerdmans, 2013.

### Students doing exegesis from the Greek text will also require the following:

*The Greek New Testament*, (4<sup>th</sup> Ed, United Bible Societies)

Students who wish to seriously pursue Greek studies should have a copy of:

Danker, Frederick W., Walter Bauer, William F. Arndt, and F. Wilbur Gingrich. *Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3rd ed. Chicago: University of Chicago Press, 2000. (But an older edition would do)

### ESSENTIAL REFERENCES

#### Modern Commentaries

Barrett, C. K. *Epistle to the Romans*. BNTC. London: Adam & Charles Black, 1962.

Byrne, B., *Romans*. Sacra Pagina. Collegeville, MN: Liturgical, 1996.

Cranfield, C. E. B. *A Critical and Exegetical Commentary on the Epistle to the Romans*. ICC 1. Edinburgh: T & T Clark, 1976. This works intensively with the Greek.

———. *Romans: A Shorter Commentary*. Edinburgh: T & T Clark, 1985.

Dunn, J. D. G. *Romans*. 2 vols. WBC. Waco, TX: Word, 1988.

Fitzmeyer, Joseph. *Romans*. AB. Yale University Press, 1993.

Jewett, Robert. *Romans: A Commentary*. Hermeneia. Minneapolis, MN: Fortress, 2007.

Kenner, Craig S. *Romans: a new covenant commentary*. NCC. Eugene, OR: Cascade, 2009.

Kruse, Colin G. *Paul's Letter to the Romans*. PiINTC. Grand Rapids, MI: Eerdmans, 2012.

Longenecker, Richard N. *The Epistle to the Romans*. NIGTC. Grand Rapids, MI: Eerdmans, 2016.

Moo, D. J. *The Epistle to the Romans*. 2<sup>nd</sup> ed. NICNT. Grand Rapids, MI: Eerdmans, 2018.

Moo, Douglas J. *Romans*. NIVAC. Grand Rapids, MI: Zondervan, 2000.

Murray, John. 2 vols. NICNT. Grand Rapids, MI: Eerdmans, 1965.

Schreiner, T. R. *Romans*. 2nd ed. BECNT. Grand Rapids, MI: Baker, 2018.

Stuhlmacher, Peter. *Paul's Letter to the Romans*. Translated by Scott Hafemann. Louisville, KY: WJK, 1994.

Thielmans, Frank. *Romans*. ZECNT. Grand Rapids, MI: Zondervan, 2018.

Witherington, B. *Paul's Letter to the Romans: A SocioRhetorical Commentary*. Grand Rapids, MI: Eerdmans, 2004.

Wright, N. T. *Romans*. Vol. 10 of *The New Interpreter's Bible*. Edited by Leander E. Keck. Nashville, TN: Abingdon, 2008.

Ziesler, John. *Paul's Letter to the Romans*. TPINTC. London: SCM, 2005.

### **Pre-critical commentaries:**

Aquinas, Thomas. *Commentary on the letter of Saint Paul to the Romans*. Lander, WY: Emmaus Academic, 2012.

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## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories:

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4