Please note: This course includes reading before the module.

Course Content and Goals

Course Description
A study of Paul’s letters to churches in Rome and Galatia that engages its language, background, and theology with emphasis of Jesus’ life and ministry, to contribute to the shaping of Christian character.

Relationship to Horizon’s Mission
This course prepares students for Spirit-empowered life and ministry by equipping them to better understand and apply biblical truth.

Core Competencies and Learning Outcomes
In this course, students will have the opportunity to demonstrate competency in biblical and theological literacy.

To demonstrate competency in biblical and theological literacy, students will:

1. Interpret a primary source biblical passage, showing awareness of pertinent exegetical issues (literary, textual, linguistic, historical, geographical, cultural, religious, political).
   - Assessment: Exegetical Research Project
2. Identify and select scholarly secondary source material appropriate to exegetical research.
   - Assessment: Exegetical Research Project
3. Comprehend and interact with scholarly secondary resource biblical studies material.
   - Assessment: Moo and McKnight Textbook Interaction
   - Assessment: Yancey Textbook Interaction
   - Assessment: Exegetical Research Project
4. Demonstrate understanding of the content of Romans and Galatians.
   - Assessment: Exam
**Course Work**

**Required Readings**

ISBN: 978-0310484707

ISBN: 978-0310494003

ISBN: 978-0310245650

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.**

**Course Assignments and Activities**

**Portfolio Components.** Exegetical Research Project *(see Assignment 4 below).* This assignment must be edited and submitted for the Biblical and Theological Literacy page in your Portfolio (See the Portfolio Guide for a further description).

1. **Moo and McKnight Textbook Interaction**  
   Read the assigned pages of Moo and McKnight and answer the required study questions as indicated in Appendix 1. Time will be given in class to work on a few questions.
   - Related learning outcome(s): #3  
   - **Assignment Length:** 1-2 paragraphs per question (100 words approximately). **Due date:** Monday, September 17, 2018.

2. **Exam**  
   Students will be given several passages from Romans to comment on. They will be expected to incorporate some class lecture material and reflections on application for personal and corporate discipleship into their answers.
   - Related learning outcome(s): #4  
   - **Exam date:** Thursday, September 13, 2018.

3. **Yancey Textbook Interaction**  
   Students will read Yancey (pages 52–72; 95–107; 147-58; 177-91; 193-210; 225-36; 263-69). Please complete 5 hours of this reading **before** the module begins. This is approximately 85 pages in total. Then, they will write a “logbook” recording reflections on each of the chapters assigned (i.e., what they found to be of interest or particularly helpful).
   - Related learning outcome(s): #3  
   - **Assignment Length:** 4 pages double-spaced (approximately). **Due date:** Friday, September 21, 2018.
4. Exegetical Research Project
   A) Identify a self-contained, workable passage from Romans or Galatians (approximately 10-15 verses). Confirm this passage with the professor anytime before Friday, September 14, 2018.

   B) Research a passage using a minimum of **EIGHT (8)** relevant secondary sources.

   C) Submit your project in written form, such as:

   - *8-page formal paper*—follow proper procedures and conventions for paper-writing (i.e. identify a thesis statement). Use full and proper referencing of all sources.

   - *Fully-scripted sermon*—use full sentences (i.e., no point-form). Include also full and proper referencing of all sources. Even if you won’t communicate those references orally to a “congregation,” they must appear visibly in your written sentences.

   - *Clearly-structured Bible study*—use full sentences to flesh-out your outline. Design leading questions for group discussion to lead the group along the points of your argument. Include full and proper references to your sources that support your points, even if you would not share these references directly with your Bible study group.

   - *Creative expression*—a song, video, visual art, etc. Submit a written report that explains your creative work, including an explanatory argument of how your creative expression accurately reflects the passage, and properly formatted footnote references that documents your research.

**NOTE:** Whatever form your project finally takes, it will be assessed on the quality of your research and how well you demonstrate your argument, showing your competency as a close reader of the text. I will not assess the creative aspects of your presentation.

- Related Learning Outcome: #1, 2, 3
- **Assignment Length:** 8 pages double-spaced. **Due date:** Monday, October 15, 2018.

**Time Investment**

<table>
<thead>
<tr>
<th>Classroom time</th>
<th>30 hrs</th>
<th>22 hrs</th>
<th>15 hrs</th>
<th>25 hrs</th>
<th>Total = 90-100 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Moo and McKnight Textbook Interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sep. 17, 2018</td>
</tr>
<tr>
<td>2. Exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sept. 13, 2018</td>
</tr>
<tr>
<td>3. Yancey Textbook Interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sept. 21, 2018</td>
</tr>
<tr>
<td>4. Exegetical Research Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Oct. 15, 2018</td>
</tr>
</tbody>
</table>

**Assessment Rubrics**

Assignments rubrics will be available for students on Populi by the beginning of Module A.

**Course Outline / Class Schedule**
Note: The following outline is tentative and dependent on class discussions regarding any pertinent issues. Equal time spent on each chapter of Romans and Galatians cannot be guaranteed.

Morning and afternoon sessions will include either small group discussions, private study times, or opportunity to work with the instructor on relevant textual issues.

<table>
<thead>
<tr>
<th>Monday AM</th>
<th>Introductory matters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Romans 1</td>
</tr>
<tr>
<td>Monday PM</td>
<td>Romans 2-3</td>
</tr>
<tr>
<td>Tuesday AM</td>
<td>Romans 4-6</td>
</tr>
<tr>
<td>Tuesday PM</td>
<td>Romans 7-8</td>
</tr>
<tr>
<td>Wednesday AM</td>
<td>Romans 9-11</td>
</tr>
<tr>
<td></td>
<td>Note: 11:15am-noon will be a Library instruction session.</td>
</tr>
<tr>
<td>Wednesday PM</td>
<td>Romans 12-16</td>
</tr>
<tr>
<td>Thursday AM</td>
<td>Exam &amp; Chapel</td>
</tr>
<tr>
<td>Thursday PM</td>
<td>Galatians Introduction</td>
</tr>
<tr>
<td></td>
<td>Galatians 1</td>
</tr>
<tr>
<td>Friday AM</td>
<td>Galatians 2-3</td>
</tr>
<tr>
<td>Friday PM</td>
<td>Galatians 4-6</td>
</tr>
<tr>
<td></td>
<td>Course Evaluations</td>
</tr>
</tbody>
</table>

- First submissions of assignments will not be accepted after October 19, 2016.

Revision Week

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, October 22, 2018</td>
<td>Resubmission of Moo and McKnight Textbook Interaction and Yancey Textbook Interaction (as necessary)</td>
</tr>
<tr>
<td>Tuesday, October 23, 2018</td>
<td>Resubmission of Exam (as necessary)</td>
</tr>
<tr>
<td>Wednesday, October 24, 2018</td>
<td>Resubmission of Exegetical Research Project (as necessary)</td>
</tr>
<tr>
<td>Thursday, October 25, 2018</td>
<td>Second Resubmissions (as necessary)</td>
</tr>
<tr>
<td>Friday, October 26, 2018</td>
<td>Additional Resubmissions (as necessary)</td>
</tr>
</tbody>
</table>

No resubmission of assignments will be accepted after October 26, 2018.

Academic Policies

General Assignment Guidelines
Please see the Horizon Format Guide for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions
Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. Students requesting extensions are expected to contact their professors before the due date. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student’s reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student’s program. Multiple instances of unexcused late submissions will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation.

**Resubmission of Assignments**

Students have until the Friday of revision week to submit revisions, and students can only submit up to two revisions for each assignment.

**Horizon College Assessment of Student Work**

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

<table>
<thead>
<tr>
<th>Horizon CBE Scale</th>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>U of S Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Exceeding</td>
<td>A+</td>
<td>4.0</td>
<td>90-100</td>
</tr>
<tr>
<td></td>
<td><em>Student exceeded competency requirements for some</em> learning outcomes and met requirements for all remaining learning outcomes.</td>
<td>A</td>
<td>4.0</td>
<td>85-89</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>80-84</td>
</tr>
<tr>
<td>M</td>
<td>Meeting</td>
<td>B+</td>
<td>3.3</td>
<td>77-79</td>
</tr>
<tr>
<td></td>
<td><em>Student met competency requirements for all</em> learning outcomes and may have exceeded in one.</td>
<td>B</td>
<td>3.0</td>
<td>73-76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>70-72</td>
</tr>
</tbody>
</table>

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

<table>
<thead>
<tr>
<th>BTM</th>
<th>Beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.</th>
<th>C+</th>
<th>2.3</th>
<th>67-69</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>2.0</td>
<td>63-66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-</td>
<td>1.7</td>
<td>60-62</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NYM</th>
<th>Not yet meeting</th>
<th>D+</th>
<th>1.3</th>
<th>57-59</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>1.0</td>
<td>53-56</td>
</tr>
<tr>
<td></td>
<td>Student was <strong>not yet meeting competency requirements for one or more</strong> learning outcomes.</td>
<td>D-</td>
<td>0.7</td>
<td>50-52</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>0.0</td>
<td>0-49</td>
<td></td>
</tr>
</tbody>
</table>
Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See here for examples of plagiarism and further guidelines in the Student Handbook.

Disability Services Information

If you have pre-existing physical or mental health conditions or learning disabilities that require accommodations, please contact the Academic or Student Life departments at the beginning of the course so that your learning and/or physical needs can be met appropriately. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current documentation of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, please contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Class Attendance

In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor’s teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.

In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography


Neusner, Jacob. Children of the Flesh, Children of the Promise: A Rabbi Talks


Appendix 1: Moo and McKnight Textbook Interaction


<table>
<thead>
<tr>
<th>Pages Assigned</th>
<th>Study Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>130-136</td>
<td>1. a) What is the purpose of “anthropomorphisms”? b) What three mistakes must one avoid with “analogies” or metaphors?</td>
</tr>
<tr>
<td>173-178</td>
<td>2. Summarize Moo’s points regarding the place of suffering in the Christian’s life.</td>
</tr>
<tr>
<td>188-193</td>
<td>3. List and explain the three categories Moo gives to summarize view on “Original Sin.”</td>
</tr>
<tr>
<td>213-216</td>
<td>4. Moo mentions two extremes in the practical experience of living the Christian life. What are the two extremes about?</td>
</tr>
<tr>
<td>233-246</td>
<td>5. Does Moo think Paul is describing his personal experience in Romans 7:13-25? Why or why not?</td>
</tr>
<tr>
<td>281-289</td>
<td>6. No questions—just enjoy and read.</td>
</tr>
<tr>
<td>393-400</td>
<td>7. Summarize Moo’s two fundamental values regarding worship.</td>
</tr>
<tr>
<td>451-469</td>
<td>8. What does Moo say about how Christians are to obey the Sabbath command?</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Pages Assigned</th>
<th>Study Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages 242-311</td>
<td>1. a) On pg. 244-247, McKnight discusses six points regarding what “freedom” entails. List each one and include a one or two sentence explanation (elaboration) of each point. b) Discuss what point you find most challenging to your present stage of Christian maturity.</td>
</tr>
<tr>
<td></td>
<td>2. On pages 254-55, McKnight discusses how we apply the message of freedom to our lives. What point does he make in his illustration of young adults who leave home? Summarize what he says about a) personal ambition and b) what the freedom of self-actualization involves. See also Ballah’s comment re: “Margaret” on p. 256.</td>
</tr>
<tr>
<td></td>
<td>3. What does McKnight say “bites into our freedom in the Spirit”? What example does he give?  [261]</td>
</tr>
<tr>
<td></td>
<td>4. What discouragement does McKnight pause to admit? What are your thoughts on such an admission in a commentary?  [275]</td>
</tr>
<tr>
<td></td>
<td>5. Christians are not under ‘the law of Moses’ but under ‘the law of Christ’. What are we to understand is this ‘law of Christ’? What specific example of following this law is given by McKnight? What responsibility does this example entail?  [285]</td>
</tr>
</tbody>
</table>
6. “While works do not save us, no one is saved without works.” What explanation does McKnight give on this matter? Do you agree? [287]

7. What does “mutual accountability” force us to do? [290f.]

8. Regarding supporting ministers financially, summarize these potential abuses: a) by the minister and b) by the congregation. [292]

9. As Paul concludes his letter he “gets in a few more swats at the Judaizers.” McKnight identifies four problems that Paul addresses here. List the four & give a brief explanation for each. [300f.]