HORIZON
COLLEGE & SEMINARY
est. 1935

Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

B462 Romans
3 credits. Prerequisites: B115 Intro to the New Testament; B119 Bible Study Methods

👤 On Campus 🔊 Live-Stream 🎥 Video on Demand

October 31 – November 4, 2022   Peter Reynolds, Ph.D.
Module B   preynolds@horizon.edu
Monday-Friday, 9am-4pm

> For I am not ashamed of the gospel, because it is the power of God that brings salvation to everyone who believes: first to the Jew, then to the Gentile. [17] For in the gospel the righteousness of God is revealed—a righteousness that is by faith from first to last, just as it is written: "The righteous will live by faith" (Rom 1:16-17, NIV)

"Please note: This course includes reading and an assignment before the module."

Course Goals

Course Description
A study of Paul's letter to the church in Rome that engages its language, background, and key themes. While focusing on the book of Romans, students will learn how to interpret the New Testament letter genre and discuss how the book of Romans speaks to the way we think, live, and minister today.

Relationship to Horizon's Mission
Perhaps no book ever written has been as central to the formation of western theology as the book of Romans. Many of the most significant individuals in the history of Christian theology were deeply impacted by their readings of Romans. Augustine, Luther, Wesley, Barth and others have described their own theology as growing out of a fresh hearing of Paul's letter to the Romans. Many of the key concepts in Christian theology including but not limited to righteousness/justification, faith/faithfulness, atonement, and participation in Christ find elaboration and sometimes mystery in this the longest of Paul's epistles. No Christian theological education can be considered complete without some inquiry into the theology of the Book of Romans.

Core Competencies and Learning Outcomes
This course will contribute to one of Horizon's core competencies: demonstrate biblical and theological literacy by applying God's Word carefully in order to articulate the Christian faith and discern unorthodox teachings.

To demonstrate competency in **<u>Biblical and Theological Literacy</u>**, students will

1. Identify key elements of the historical background of the Book of Romans, including authorship, date, unity, provenance, and audience.
   - *Assessment:* Keener Reading Quizzes
   - *Assessment:* Exit Tickets

2. Describe major theological themes and motifs in the Book of Romans.
   - *Assessment:* Exegetical Research Project
   - *Assessment:* Keener Reading Quizzes
   - *Assessment:* Exit Tickets

3. Interpret a pericope of the Book of Romans in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary resources.
   - *Assessment:* Exegetical Research Project
   - *Assessment:* Keener Reading Quizzes

4. Explain the state of the question of Pauline studies related to the audience, purpose, and theological emphasis of the book of Romans.
   - *Assessment:* Exit Tickets

5. Explain how the theological witness of the book of Romans speaks to the way we think, live, and minister today.
   - *Assessment:* Exegetical Research Project
   - *Assessment:* Exit Tickets

<u>Course Work</u>

Required Readings
Keener, Craig. S. *Romans: A New Covenant Commentary*. Eugene, OR: Cascade, 2009. 978-1606081563.

**While students have the benefit of accessing their textbooks online through the <u>Digital Theological Library</u>, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Exegetical Research Project*. This assignment must be edited for inclusion in your e-portfolio. It will be added to the Biblical and Theological Literacy *e-Project* when you enroll in a Portfolio lab. See the Portfolio Guide for further information.

PRE-MODUE ASSIGNMENTS

1. *Keener Reading Quiz 1*.
   Read pages 1-17 in *Romans: A New Covenant Commentary* and answer the questions for Quiz 1. This is an open book quiz, which will be evaluated on the correctness, clarity, and depth of responses to the questions.
   - Related learning outcome(s): 1, 2, and 3.
   - **Assignment length:** N/A.
   - **Due date:** October 30, 2022.

2. *Read the Book of Romans*.
   Read the Book of Romans in a standard English Translation (the professor recommends NIV or NRSV).
   - Related learning outcome(s): 1-4.
   - **Assignment length:** N/A.
   - **Due date:** October 30, 2022.

MODULE WEEK ASSIGNMENTS

3. *Exit Tickets 1-9*.
   At the conclusion of each half-day session students will complete a written response to a question posed in the classroom. Responses will be between 200 and 500 words and will be evaluated based on completeness and demonstrated comprehension of the concepts covered in that session.
   - Related learning outcome(s): 1, 2, 4, and 5.
   - **Assignment length:** 200-500 words.
   - **Due date:** Monday-Friday before lunch and at the end of the afternoon session.

POST-MODULE ASSIGNMENTS

4. *Keener Reading Quizzes 2-5*.
   Students will complete the reading quizzes associated with the textbook. These are open book quizzes, which are evaluated on the correctness, clarity, and depth of responses to the questions.
   - Related learning outcome(s): 1, 2, and 3.
   - **Assignment length:** N/A.
   - **Due dates:**
     - Quiz 2 due November 10, 2022.
     - Quiz 3 due November 14, 2022.
     - Quiz 4 due November 17, 2022.
     - Quiz 5 due November 21, 2022.

5. *Exegetical Research Project*.
   Students will submit a research project that focuses on a passage from Romans as either a formal research paper or a sermon manuscript. Regardless of the choice of format, the project should include some explanation of how the passage from Romans speaks to the way we think, live, and minister today. If you submit a research paper, please save this material for the final page before the conclusion. The written assignment will be five to seven pages and will adhere to the *Horizon Format Guide*. Papers or sermons must demonstrate proper use of excellent resources. Projects will reference at least five sources which have been published in the last twenty years in respected journals, or from reputable publishers. The sources will be indicated using properly formatted footnotes and a bibliography. Projects will be evaluated based on quality of research (this includes quality of sources and appropriate use of these sources), clarity of communication, and, most importantly, how well the project represents key themes in Romans; interprets Romans in light of its literary, historical, and socio-cultural context; and explains the contemporary significance of the passage studied.
   - Related learning outcome(s): 2, 3 and 5.
   - **Assignment length:** 5-7 pages.
   - **Due date:** December 5, 2022.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have some due dates that are the *same* as in-class students, and some due dates that are *different*. The following assignments have *different* due dates:
  - *Exit Tickets 1-9*.
    - Exit Tickets 1 & 2 due **November 7, 2022**.
    - Exit Tickets 3 & 4 due **November 14, 2022**.
    - Exit Tickets 5 & 6 due **November 21, 2022**.
    - Exit Tickets 7 & 8 due **November 28, 2022**.
    - Exit Ticket 9 due **December 5, 2022**.
  - *Exegetical Research Project*.
    - Due **December 9, 2022**.
- Each week for 5 weeks, according to the schedule below, VOD students will watch the lecture videos from *one day* of the module and submit a 2-3 minute report to FlipGrid that 1) affirms they have watched the required recording for the course, 2) summarizes one thing they learned from each section of the course that will help them reach the course learning outcomes, and 3) explains at least one question they had after watching the class recording.
  - Day 1 Lecture Videos & Report due **November 7, 2022**.
  - Day 2 Lecture Videos & Report due **November 14, 2022**.
  - Day 3 Lecture Videos & Report due **November 21, 2022**.
  - Day 4 Lecture Videos & Report due **November 28, 2022**.
  - Day 5 Lecture Videos & Report due **December 5, 2022**.

- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

Readings	25 hrs	N/A
Classroom time	30 hrs	N/A
1. Keener Reading Quizzes	10 hrs	11/10/22; 11/14/22; 11/17/22; 11/21/22
2. Exit Tickets	2 hrs	10/31/22-11/4/22
3. Exegetical Research Project	24 hrs	12/05/22
Total =	91 hrs	

Assessment Rubrics
Assessment rubrics available on Populi.

Course Outline

Date	*Topic*	*Assignments*
Sunday, October 30	*Pre-Module Assign.*	*Keener Reading Quiz 1 Due*
Monday, October 31	*Intro to Pauline Theology Romans Prolegomena*	*Exit Tickets 1 and 2*
Tuesday, November 1	*Romans 1-4*	*Exit Tickets 3 and 4*
Wednesday, November 2	*Romans 5-8*	*Exit Tickets 5 and 6*
Thursday, November 3	*Romans 9-13*	*Exit Tickets 7 and 8*
Friday, November 4	*Romans 14-16 Seminarian Presentations*	*Exit Tickets 9*
Dec 12-16	*Revision Week*	*Final Submissions due Dec. 16*

- First submissions of assignments will not be accepted after December 9, 2022.

Monday, December 12	*Resubmission of Exit Tickets*
Tuesday, December 13	*Resubmission of Keener Reading Quizzes*
Wednesday, December 14	*Resubmission of Exegetical Project*
Thursday, December 15	*Second Resubmissions*
Friday, December 16	*Additional Resubmissions*

- No resubmission of assignments will be accepted after December 16, 2022.

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. To submit extension requests, students must submit the *Assignment Extension Request Form* online and *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.

Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

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:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student **exceeded competency requirements for more than 40%** of the learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student **met competency requirements for all** learning outcomes and may have exceeded in 40% or less.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

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.

BTM	Beginning to meet	Student was **beginning to meet competency requirements for any one or more** learning outcomes, and met or	C+	2.3	67-69
			C	2.0	63-66

		exceeded competency requirements for all other outcomes.	C-	1.7	60-62
NYM	Not yet meeting	Student was **not yet meeting competency requirements for one or more** learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

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 College Student Handbook.

Disability Services Information
If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. 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, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Jessie Lysholm, Associate Dean of Students, at jlysholm@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance
Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

Live-Streaming Etiquette
Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

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

Aasgaard, Reidar. *My Beloved Brothers and Sisters: Christian Siblingship in Paul.* Journal for the Study of the New Testament Supplement. London: T & T Clark, 2004.

Banks, Robert. *Paul's Idea of Community*. Revised edition. Peabody: Hendrickson, 1994.

Barclay, John. Paul and the Power of Grace, Grand Rapids: Eerdmans, 2020.

----------. *Paul and the Gift,* Grand Rapids: Eerdmans, 2017.

Bird, Michael. *Romans. SGBC.* Grand Rapids: Zondervan, 2016.

Brown, Colin, ed. *New International Dictionary of New Testament Theology.* 4 volumes. Grand Rapids: Zondervan, 1986.

Bruce, F. F. *Paul: Apostle of the Heart Set Free.* Grand Rapids: Eerdmans, 1977.

Campbell, Constantine. *Paul and Union with Christ: An Exegetical and Theological Study*. Grand Rapids: Zondervan, 2012.

Davies, W. D. *Paul and Rabbinic Judaism: Some Rabbinic Elements in Pauline Theology.* 4th edition. Philadelphia: Fortress, 1980.

Dunn, James D. G. *The New Perspective on Paul.* Revised Edition. Grand Rapids: Eerdmans, 2007.

----------. *The Theology of Paul the Apostle.* Grand Rapids: Eerdmans, 1998.

Eastman, Susan Grove. *Paul and the Person: Reframing Paul's Anthropology*. Grand Rapids: Eerdmans, 2017.

Epp, Eldon Jay. *Junia: The First Woman Apostle.* Minneapolis: Fortress, 2005.

Fee, Gordon D. *God's Empowering Presence: The Holy Spirit in the Letters of Paul.* Peabody, MA: Hendrickson, 1994.

----------. *Jesus the Lord according to the Apostle Paul: A Concise Introduction*. Grand Rapids: Baker Academic, 2018.

----------. *Paul, the Spirit, and the People of God.* Peabody, MA: Hendrickson, 1996.

Garland, David. *Romans: An Introduction and Commentary*. Tyndale New Testament Commentaries. Downers Grove: IVP Academic, 2021.

Gaventa, Beverly Roberts. *When in Romans: An invitation to Linger with the Gospel According to Paul*. Grand Rapids: Baker Academic, 2016.

Gupta, Nijay. *Paul and the Language of Faith*. Grand Rapids: Eerdmans, 2020.

Keener, Craig. *Romans. NCC*. Eugene: Cascade Books, 2009.

Kim, Seyoon. *Paul and the New Perspective.* Grand Rapids: Eerdmans, 2002.

Longenecker, Bruce W. *The Lost Letters of Pergamum: A Story from the New Testament World.* 2d ed. Grand Rapids: Baker, 2016.

Martin, Ralph P. *Reconciliation: A Study of Paul's Theology.* Atlanta: John Knox, 1981.

McKnight, Scot and B.J. Oropeza, eds. *Perspectives of Paul: Five Views*. Grand Rapids: Baker Academic, 2020.

Moo, Douglas, J. *The Epistle to the Romans. NICNT*. Grand Rapids: Eerdmans, 1996.

Sanders, E.P. *Paul, the Law and the Jewish People.* Philadelphia: Fortress, 1984.

----------. *Paul and Palestinian Judaism.* London: SCM, 1977.

Schreiner, Thomas R. *Romans*. *BECNT*. Grand Rapids: Baker Academic, 1998.

Smith, Julien C. H. *Paul and the Good Life, Transformation and Citizenship in the Commonwealth of God*. Waco: Baylor University Press, 2020.

Watson, Francis. *Paul, Judaism, and the Gentiles: Beyond the New Perspective.* Grand Rapids: Eerdmans, 2007.

Westerholm, Stephen. *Perspectives Old and New on Paul: The "Lutheran" Paul and His Critics.* Grand Rapids: Eerdmans, 2003.

Wiles, Virginia. *Making Sense of Paul: A Basic Introduction to Pauline Theology.* Peabody, MA: Hendrickson, 2000.

Wright, N. T. *Justification: God's Plan & Paul's Vision.* Downers Grove: InterVarsity, 2009.

----------. *Paul: In Fresh Perspective.* Minneapolis: Fortress, 2009.