



in partnership with



NT5308 Romans

3 credits. Prerequisites: None

 Mississauga Campus  Livestream  Video on Demand

September 8 – 12

Module A

Monday-Friday, 10am-5pm ET (8am-3pm SK)

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And hope does not put us to shame, because God's love has been poured out into our hearts through the Holy Spirit, who has been given to us. (Romans 5:5 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 and MCS's Missions

Paul's letter to the Romans offers profound theological insight and practical guidance for life and ministry, making it highly relevant for future church leaders. This course explores key themes—such as salvation, justification, unity in Christ, and living out the gospel—while training students in essential interpretation skills, including exegesis and theological analysis. Through close engagement with the text, students will deepen their understanding of Scripture, reflect on their spiritual formation, and gain clarity on how the gospel addresses real-world issues like sin, grace, reconciliation, and discipleship. These insights will equip them to minister with depth, compassion, and Spirit-led wisdom in their churches and communities.

Core Competencies and Learning Outcomes



To demonstrate competency in *Biblical and Theological Literacy* students will:

1. Interpret Romans in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary literature.
Assessment: *Introductory Exegetical Essay*
2. Describe the key interpretive issues that are critical for understanding Romans.
Assessment: *Book Reviews*
3. Identify and explain key emphases and their significance within Romans.
Assessments: *Book Reviews*



To demonstrate competency in both *Biblical and Theological Literacy* and *Ministry Development* students will:

4. Explain how the theological witness of Romans speaks to the way we think, live, and minister today.
Assessment: *Biblical Application*

Course Work

Required Readings

Johnson, Luke Timothy. *Reading Romans: A Literary and Theological Commentary*. Macon, GA: Smyth & Helwys, 2001. ISBN: 978-1573122764.

McKnight, Scot and B.J. Oropeza, eds. *Perspectives on Paul: Five Views*. Grand Rapids: Baker, 2020. ISBN: 978-1540960757.

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), 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.

Course Assignments and Activities

PRE-MODULE ASSIGNMENTS

1. Reading: Paul's Letter to the Romans (NIV or NRSV)

Related learning outcome(s): 1-4

Assignment length: N/A

Due date: **September 7, 2025**

2. *Book Review (McKnight & Oropeza) (20%)*

McKnight, Scot and B.J. Oropeza, eds. *Perspectives on Paul: Five Views*. Grand Rapids: Baker, 2020. ISBN: 978-1540960757.

In this review, you should summarize the arguments of each of the five perspectives presented in the book (about a paragraph per summary). The summary should include the central argument of each author as well as an abbreviated description of how the author supports their position. In a final section, you must advocate for one position over against the others. You may suggest modifications to the position, or defend the position as presented by the author.

Related learning outcome: 2 and 3.

Assignment length: **1000 words** (about 4 pages).

Due date: **September 7, 2025**

POST-MODULE ASSIGNMENTS

3. *Book Review (Johnson) (20%)*

Johnson, Luke Timothy. *Reading Romans: A Literary and Theological Commentary*. Macon: Smyth & Helwys, 2001. ISBN: 978-1573122764.

The aim of this assignment is to deepen your engagement with Paul's Letter to the Romans by interacting with Johnson's literary and theological approach. While critically assessing Johnson's insights, you should also reflect on how his interpretation shapes your own understanding, faith, and ministry. In other words, do not simply summarize Johnson's arguments, but engage with his interpretive approach, highlight key insights, raise critical questions, and reflect on how this reading shapes your understanding of Romans in the context of the Christian life and calling. Note that you are required to cite specific pages from Johnson's commentary throughout your review.

Follow this structure:

1. *Introduction (100 words)*

- Introduce the book: its author, purpose, and context.
- Briefly situate Johnson within the wider field of Pauline scholarship.
- Articulate how your expectations might intersect with Johnson's reading of Romans.

2. *Summary of Key Themes (300 words)*

- Identify and explain the major theological or literary themes that Johnson emphasizes in his commentary (e.g., righteousness, faith, the role of Israel, transformation, etc.).
- Explain how he organizes and interprets the flow of Paul's argument.

3. *Critical Engagement (400 words)*

- Analyze Johnson's literary-theological approach.
- Do you find his arguments convincing? Where do you agree or disagree, and why?
- Evaluate how well his commentary serves both academic study and spiritual formation.

4. Personal and Theological Reflection (100 words)

- How did this book challenge, affirm, or deepen your understanding of Romans?
- What implications does it have for your own calling, preaching, or teaching?

Related learning outcome: 2 and 3.

Assignment length: **1000 words** (about 4 pages).

Due date: **October 6, 2025**

4. *Introductory Exegetical Essay* (40%)

The *Introductory Exegetical Essay* is a foundational assignment designed to help students engage directly with the biblical text of Romans in a structured and thoughtful way. By focusing on careful observation of the text, contextual analysis, and theological reflection, this brief essay engages essential skills that will support your continued growth in biblical and theological studies. It trains you to read Scripture closely, ask meaningful questions, and begin forming interpretations rooted in the text itself. This exercise is not only a stepping stone for future deeper exegetical and theological work, but also a vital part of developing the discipline, attentiveness, and humility necessary for a life of faithful study and ministry.

* See a step-by-step instruction of each task of the *Introductory Exegetical Essay*, on Populi.

Related learning outcome: 1.

Assignment length: **2500 words** (about 8 pages).

Due date: **October 27, 2025**

*****Important *****

Draw on research from at least 8 [scholarly sources](#)

- dictionary definitions do not count as sources.
- You are welcome to use your textbooks as sources.
- Your 8 sources should include at least two journals
- There are a number of excellent databases available on the [Digital Theological Library](#) (DTL) for searching the contents of many journals at one time. Contact the MCS Librarian, Nataliaia, at library@mcs.edu, or the Horizon Librarian, Richelle, at library@horizon.edu for any assistance you may need regarding the DTL.

5. *Biblical Application (choose option A or B)* - (20%)

A. *Biblical Cultural Interaction* (20%)

This assignment invites you to engage the insights of your *Introductory Exegetical Essay* with a selected cultural artifact or artistic expression. Your task is to explore how the outcome of your exegesis in Romans finds resonance, contrast, or creative dialogue within a piece of visual art, poetry, music, drama, architecture, photography, movie or multimedia.

This assignment is relevant for four main reasons as it helps you:

- To demonstrate deep theological *understanding* through exegesis.

- To foster critical *engagement* between biblical texts and cultural/artistic expressions.
- To cultivate theological imagination and creative *communication* skills.
- To reflect on the *implications* of Scripture in a real-world cultural context.

Assignment Instructions: After selecting a cultural artifact that you believe interacts meaningfully with the theological outcome of your exegesis, you should write a reflective interaction essay (1,000 words) that includes:

1. A summary of your exegesis (focusing especially on the theological outcome).
2. A description and contextual background of the selected cultural artifact.
3. A comparative analysis showing:
 - 3.1. How the artwork reflects, contradicts, reinterprets, or echoes the theological themes of your passage?
 - 3.2. What theological insight the cultural expression provokes or deepens?
4. A concluding reflection on how this cultural interaction helps you (and potentially others) see the biblical text in a new light, and how it might inform Christian living today.

Suggestions of cultural artifacts to interact with the results of your exegesis:

- A painting or sculpture
- A poem, short story, or narrative excerpt
- A song or musical composition (lyrics and/or sound)
- A scene or monologue from a play or film
- A building, cathedral, or urban space (architectural analysis)
- A photographic or video essay
- A digital or multimedia artwork

Related learning outcome: 4

Assignment length: **1,000 words** (about 4 pages)

Due date: **November 3, 2025**

B. Sermon Outline: Bridging Exegesis and Ministry (20%)

This assignment invites you to develop a sermon or teaching outline that builds directly on the insights from your *Introductory Exegetical Essay*. The goal is to demonstrate how biblical exegesis informs faithful and relevant proclamation of God's Word in the real-life ministry.

You will take the pericope you analyzed exegetically and craft a sermon outline that reflects both the theological depth of your study and the cultural and pastoral realities of the ministry you are involved in at your local church. This assignment is designed to help you move from text to sermon—from understanding the biblical meaning in its original context to applying it meaningfully in the life of the church today.

Assignment Instructions:

1. Review Your Introductory Exegetical Essay
 - Reread your work and highlight its key insights about the pericope
 - Identify what theological truth(s) emerged clearly from your study of the text.
2. Define Your Ministry Context

- Briefly describe the setting where you'll imagine delivering this sermon (e.g., youth group, Sunday worship, small group, outreach ministry).
 - Consider the needs, struggles, and spiritual maturity of your audience.
3. Determine the Purpose of Your Sermon
- What is the main goal? (To encourage? Correct? Challenge? Inspire? Teach?)
 - How does the message of your pericope speak into the lives of your audience?
4. Write a Clear Homiletical Big Idea
- Translate your exegetical thesis into a clear main point your audience can understand.
 - Example: If your exegetical thesis is "God remains faithful to His promises in exile," your homiletical big idea might be: "Even in seasons of silence, God is still working."
5. Develop the Sermon Structure
- Use a 3–4 points outline that supports your big idea. Each point should:
 - Flow from your exegesis;
 - Be shaped by theological and pastoral reflection; and
 - Be applicable to your audience's context.
6. Include Supporting Elements
- For each main point, briefly include:
 - A Scripture reference or insight from the original text.
 - A theological explanation (why it matters).
 - A real-life application (how it impacts life today).
 - Optionally, include a short illustration (story, analogy, or example).
7. Craft the Introduction and Conclusion
- Introduction: Engage your audience with a question, story, or need that the passage addresses.
 - Conclusion: Summarize the message and call for a response (repentance, faith, action).
8. Reflect on the Cultural Bridge
- Write a paragraph explaining how your sermon connects Romans to contemporary life.
 - Highlight any cultural or pastoral concerns you addressed through application.

Related learning outcome: 4

Assignment length: **1,000 words** (about 4 pages)

Due date: **November 3, 2025**

***Important observations for assignments ***

- Follow the Horizon & MCS Format Guide.
- Record the **word count** for your assignment after your conclusion.

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 different* assignment due dates as in-class students.
 - Reading: Paul's Letter to the Romans due Sept 7
 - Book Review (McKnight & Oropeza) due Sept 7
 - Book Review (Johnson) due October 8
 - Introductory Exegetical Essay due October 27
 - Biblical Application due November 3
- VOD students are required to watch and engage with all lecture content and in-class activities from the previous week's classes. Students will watch the lectures according to the following schedule:
 - Day 1 Lectures and Report due September 15
 - Day 2 Lectures and Report due September 15
 - Day 3 Lectures and Report due September 18
 - Day 4 Lectures and Report due September 22
 - Day 5 Lectures and Report due September 24
- According to the schedule indicated above, VOD students will submit a report on Padlet (2-3 minutes) that 1) affirms you have watched the required recording for the last six hours of class time, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explain at least one question you had after watching the class recording
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Late Assignment and Extension policy applies to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)

	TIME	DUE DATE	WEIGHTING
Classroom lectures	30 hrs		N/A
1. Reading: Paul's Letter to the Romans	1 hrs	Sept 7	N/A
2. Book Review (McKnight & Oropeza)	30 hrs	Sept 7	20%
3. Book Review (Johnson)	30 hrs	Oct 6	20%
4. Introductory Exegetical Essay	28 hrs	Oct 27	40%
5. Biblical Application	8 hrs	Nov 3	20%
Total =	127 hrs		

All assignments are due at 11:59pm **[ET time]**, unless otherwise indicated.

Course Outline

DATE	TIME	CONTENT	RELEVANT READINGS
Sept 8	10:00am–11:30am (8am–9:30am SK)	Introduction <i>Syllabus discussion</i>	Keener, <i>Introduction</i> Kruse, <i>Introduction</i>
	11:45am – 1:00pm (9:45am–11am SK)	Who is Paul? <i>Life and Work of the Apostle</i>	Keener, <i>Introduction</i> Porter, <i>Paul as Jew, Greek, and Roman</i> Murphy-O'Connor, <i>In Tarsus</i>
	2:00pm – 3:30pm (12pm–1:30pm SK)	What is Rome? <i>Socio-Historical Context</i>	Keener, <i>Introduction</i> Thielman, <i>Rome in the 1st Century</i>
	3:45pm – 5:00pm (1:45pm–3pm SK)	Why the Letter of Rome? <i>Relevance, Purpose, Theology</i>	Keener, <i>Introduction</i> Thielman, <i>Theology of Romans</i> Achtmeier, <i>Introduction</i>
Sept 9	10:00am–11:30am (8am–9:30am SK)	Romans 1 <i>Universal Sin and God's Judgment</i>	Keener, <i>Romans 1</i> Moo, <i>The Letter Opening</i>
	11:45am – 1:00pm (9:45am–11am SK)	Romans 2 <i>God's Righteous Judgment and True Circumcision</i>	Keener, <i>Romans 2</i> Schreiner, <i>The Unrighteousness</i>
	2:00pm – 3:30pm (12pm–1:30pm SK)	Romans 3 <i>God Provides Righteousness Through Faith</i>	Keener, <i>Romans 3</i> Moo, <i>By Faith Alone</i>
	3:45pm – 5:00pm (1:45pm–3pm SK)	Romans 4 <i>Abraham's Faith or Work?</i>	Keener, <i>Romans 4</i> Bruce (2014), <i>The Faith of Abraham</i>
Sept 10	10:00am–11:30am (8am–9:30am SK)	Romans 5 <i>Peace with God</i>	Keener, <i>Romans 5</i> Moo, <i>The Hope of Glory</i>
	12:15am – 1:30pm (10:15am–11:30am SK)	*Chapel*	
	1:30am – 3:15pm (11:30am–1:15am SK)	Romans 6 <i>Freedom from Sin's Dominion</i>	Keener, <i>Romans 6</i> Thielman, <i>Romans 6</i>
	3:30pm – 5:00pm (1:30pm–3pm SK)	Romans 7 <i>The Struggle with Sin and the Law</i>	Keener, <i>Romans 7</i> Moo, <i>The Reign of Sin</i>
Sept 11	10:00am–11:30am (8am–9:30am SK)	Romans 8 <i>Life in the Spirit and Assurance for Believers</i>	Keener, <i>Romans 8</i> Johnson, <i>Life in the Spirit</i>
	11:45am – 1:00pm (9:45am–11am SK)	Romans 9 <i>God's Sovereign Choice</i>	Keener, <i>Romans 9</i> Moo, <i>The Judgement of God</i>
	2:00pm – 3:30pm (12pm–1:30pm SK)	Romans 10 <i>Salvation for All Who Call</i>	Keener, <i>Romans 10</i> Kruse, <i>3. Jewish Responsibility</i>
	3:45pm – 5:00pm (1:45pm–3pm SK)	Romans 11 and 12 <i>God's Restoration</i>	Keener, <i>Romans 11 and 12</i>

Sept 10	10:00am–11:30am (8am–9:30am SK)	Romans 13 <i>Submission to Authorities and the Law of Love</i>	Keener, <i>Romans 13</i> Moo, <i>The Christian and Secular Rulers</i>
	11:45am – 1:00pm (9:45am–11am SK)	Romans 14 <i>Welcoming the Weak</i>	Keener, <i>Romans 14</i> Moo, <i>A Plea for Unity</i>
	2:00pm – 3:30pm (12pm–1:30pm SK)	Romans 15 <i>Unity in Christ and Paul's Vision</i>	Keener, <i>Romans 15</i> Johnson, <i>Christian Community</i>
	3:45pm – 5:00pm (1:45pm–3pm SK)	Romans 16 <i>Personal Greetings and Final Warnings</i>	Keener, <i>Romans 16</i> Kruse, <i>Conclusion</i>

- Assignments will not be accepted after **November 3, 2025**.

Academic Policies

General Guidelines for the Submission of Written Work

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the end of the course unless approval is granted by Horizon's Assistant Academic Dean.

A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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](#).

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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 full 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 and MCS encourage 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.

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