

thirty (30) hours of concentrated class time with the remaining work accomplished by the student outside of class.

INDICATIVE BIBLIOGRAPHY [SB: I STILL NEED TO LOOK IN THE LIBRARY...]

AUTHOR	TITLE
Textbook	
Moo, D. J.	2002, <i>Encountering the book of Roman</i> . Baker Academic, Grand Rapids (Koorong).
Reading List – available on CD	
Dunn, J. D. G. (ed)	2003. <i>The Cambridge Companion to St Paul</i> . Cambridge University Press, Cambridge (supplied on CD).
Holland, T.	2004. <i>Contours of Pauline Theology: A Radical New Survey of the Influences on Paul's Biblical Writings</i> . Mentor, Scotland (un-proofread copy supplied on CD).
Piper	2007. <i>The Future of Justification: A response to NT Wright</i> . Crossway Books, Wheaton (supplied on CD).
Wright, N. T.	2005. <i>Paul in Fresh Perspective</i> . Fortress Press, Minneapolis (supplied on CD).
Wright, N. T.	1997, <i>What Saint Paul Really Said: Was Paul of Tarsus the Real Founder of Christianity?</i> Lion, Oxford (supplied on CD).
Reading List – available in Tabor Library	
Fee, G. D.	1983. <i>New Testament Exegesis: A Handbook for Students and Pastors</i> . Westminster Press, Pennsylvania
Other useful books – not in Tabor library	
Dunn, JDG (ed.)	2003, <i>The Cambridge Companion to St Paul</i> , Cambridge University Press, Cambridge.
Dunn, JDG	1998, <i>The Theology of Paul the Apostle</i> , Eerdmans, Grand Rapids.
Donfried, KP	1991, <i>The Romans Debate</i> , rev. edn, Peabody, Hendrickson.
Hawthorne, GF, Martin RP & Reid DG	1993, <i>Dictionary of Paul and His Letters</i> , InterVarsity, Downers Grove.
Johnson, EE, & Hay DM (eds.)	1997, <i>Pauline Theology</i> . Volume IV: Looking Back, Pressing On, SBL Symposium Series, Scholars Press, Atlanta.
Schreiner, TR	1990, <i>Interpreting the Pauline Epistles</i> , Baker, Grand Rapids, MI.
Schreiner, TR	1998, <i>Romans</i> , BECNT, Baker, Grand Rapids.
Westerholm, S	2004, <i>Perspectives Old and New on Paul: The "Lutheran" Paul and His Critics</i> , Eerdmans, Grand Rapids.
Witherington III, B	1998, <i>The Paul Quest: The Renewed Search for the Jew of Tarsus</i> , Inter Varsity Press, Downers Grove.
Moo, D. J.	1996, <i>The New International Commentary on the Epistle to the Romans</i> . Eerdmans, Grand Rapids (most viewable on Google Books).
Morris, L.	1988. <i>The Epistle to the Romans</i> , Eerdmans, Grand Rapids (mostly viewable on Google Books).
Wright, N. T.	2004. <i>Paul for Everyone: Romans: Chapters 1-8, Parts 1-8</i> . Westminster, Louisville (most viewable on Google Books).
Witherington III, B.	2004. <i>Paul's letter to the Romans: a socio-rhetorical commentary</i> . Eerdmans, Grand Rapids (most viewable on Google Books).

HELPFUL WEBSITES

<http://www.abu.nb.ca/courses/pauline/PaulIndex.htm> (a helpful summary of key themes in Paul)

<http://www.luthersem.edu/ckoester/Paul/Main.htm> (a colorful site brimming with photos, maps, and other cool navigational tools to "walk" as Paul had walked.)

http://www.monergism.com/directory/link_category/MP3-Audio--Multimedia/New-Testament-Sermons-By-Book/Romans/

http://www.monergism.com/directory/search.php?action=search_links_simple&phrase=pauline

<http://www.myteacherpages.com/webpages/MC SPELLMAN/files/New%20Perspective%20on%20Justification%20%28N.T.%20Wright%29.htm>

<http://www.ntgateway.com> (a comprehensive portal for NT studies)

<http://www.ntwrightpage.com/> a comprehensive, unofficial website of the work of NT Wright

<http://www.paulonpaul.org> (a comprehensive site dedicated to discovering Paul and his teachings based only on his letters without relying on the data from Acts)

http://www.preceptaustin.org/romans_commentaries.htm

<http://www.sbts.edu/resources/chapel/chapel-fall-2009/panel-nt-wright-and-the-doctrine-of-justification-2/>

<http://www.studycenter.net/NTWright-Justification.htm>

<http://www.textweek.com/pauline/paul.htm> (an excellent gateway for Pauline studies with many full-text journals, articles, reviews, and links to numerous sites)

http://www.theopedia.com/Epistle_to_the_Romans

http://www.theopedia.com/New_Perspective_on_Paul/Audio

<http://www.thepaulpage.com> (highly informative and up-to-date site on the so-called "new perspective" on Paul)

<http://www.thepaulpage.com/> Website dedicated to exploring recent trends in Pauline studies

<http://thirdmill.org/paul/default.asp/category/paul> (a helpful site with many brief summary articles)

<http://www.viceregency.com/> Resources for New Testament Exegesis from Gordon-Conwell Theological Seminary

VIDEOS

http://www.youtube.com/watch?v=cgZYbcvANhM&feature=player_embedded Tom Wright & James Dunn: The New Perspective on Paul

<http://www.youtube.com/watch?v=AKgVdj2qjHQ&feature=Playlist&p=7FD8F82D62426952&index=0&playnext=1> E.P. Saunders: Jesus and Judaism

http://www.youtube.com/watch?v=SZNijc_-4Lk&feature=Playlist&p=7FD8F82D62426952&index=6 E.P. Saunders: Is Paul's Legacy Relevant Today?

LEARNING SCHEDULE

Session #	Date	Details
1	February 1, AM	Introduction
2	February 1, PM	Exegesis and exploration of the themes of covenant, new perspective, torah, apocalyptic, new age, salvation history, old age, righteousness.
3	February 2, AM	Romans 1-4
4	February 2, PM	Exegesis and exploration of the themes of natural & special revelation, justification, atonement,
5	April 6, AM	Romans 5-8
6	April 6, PM	Exegesis and exploration of the themes of reconciliation, corporate solidarity, election, Arminianism, Calvinism,
7	April 7, AM	Romans 9-12
8	April 7, PM	Exegesis and exploration of the themes of Israel's future, God's sovereignty, the Sabbath
9	May 14, AM	Romans 13-16
10	May 14, PM	Exegesis and exploration of the themes of submitting to governments, the Sabbath, 'weak' & 'strong'. Conclusion.

ASSESSMENT SCHEDULE

1. Intensive preparation, attendance and participation	20% of grade	30 hrs	
2. Intensive pre-reading & questions	20% of grade	30 hrs	1500 words
3. Romans exegesis	20% of grade	30 hrs	1000 words
4. Reflective journal	15% of grade	20 hrs	1000 words
5. Major paper	25% of grade	40 hrs	2000 words
TOTAL		150 hours	5500 words

ASSESSMENT TASK 2: Intensive pre-reading & questions	
Description	<p>Given the format of this unit, you are given a set of assigned readings and questions to be completed in preparation for each of the intensives. The intensives will be conducted in a manner that assumes you have completed them.</p> <p>The questions are primarily associated with reading the set text, "Encountering the Book of Romans" (EBR) by Douglas J. Moo. The assigned questions for each intensive are set out in Appendix 1 below. You are required to submit these along with a reading report prior to each intensive by the due dates set out below. Each has a minimum of 250 words (excluding the reading report).</p> <ul style="list-style-type: none"> • February 1: Romans in entirety; EBR 1-3; other assigned task • February 2: Romans 1-4; EBR 4-8; other assigned task • April 6: Romans 5-8; EBR 9-12; other assigned task • April 7: Romans 9-12; EBR 13-16; other assigned task • May 14: Romans 13-16; EBR 17-19; other assigned task <p>You will then create a document which is a compilation of all the set tasks. You should start the document with a quick summary of the key points from your learning from the set tasks (approximately 300 words).</p>
Task Length	1500 words
% grading	20%
Relates to objectives	<ol style="list-style-type: none"> 1. Understand the range of critical methodologies and scholarly debates that surround Pauline Theology and his epistles. 2. Grasp the purpose of Romans in light of the Introductory Questions 4. Understand the structure, and themes of Romans. 5. Explore ways to engage the text with their contemporary context.
Date Due	May 21

ASSESSMENT TASK 3: Romans Exegesis	
Description	<p>The intention of this task is to develop your exegetical skills over the duration of the unit. You are required to regularly exegete stipulated passages in preparation for the intensives. The passages and due dates are listed below. Each exegesis should be a minimum of 200 words in length and in addition should include footnotes and bibliography (scholarly commentaries and scholarly journal articles)</p> <p>You can find instructions on how to do such a paper in Gordon Fee's <i>New Testament Exegesis: A Handbook for Students and Pastors</i>. A chapter from this book is found in the Exegesis Resource folder on the CD.</p> <p>We will, of course, discuss these passages in class, and you may discuss them among yourselves. Your papers, however, should show independent analysis and make conclusions you can personally defend.</p> <p>Your entries should be clearly written using the appropriate format and demonstrate a sound interpretation of the text along with application that is specific and appropriate (i.e., based clearly on the meaning of the text).</p> <ul style="list-style-type: none"> • February 2: Romans 3:21-26 • April 6: Romans 5:12-21 and Romans 8:8-30 • April 7: Romans 11:25-32 • May 14: Romans 14:13-23 <p>You will submit a document that includes your exegesis of each passage. You should start the document with a summary of what you learnt from doing this assessment task (approximately 300 words).</p>
Task Length	1000 words
% grading	20%
Relates to objectives	3. Develop and use a wide range of exegetical skills (English text). 5. Explore ways to engage the text with their contemporary context.
Date Due	Friday May 21

ASSESSMENT TASK 4: Reflective Journal	
Description	<p>The intention of this task is to assist you to reflect on your learning and how it impacts on your daily living. The following questions are provided as a guide to assist that reflection. I encourage you to use them whether your learning has come from your reading, the intensives, discussions with other students or any other way .</p> <ul style="list-style-type: none"> • What surprised you? • What challenged you? • What reinforced understandings you already had? • What are the implications for your daily living—at home, work, church and other relationships? <p>You are required to submit regular entries into your journal – at a minimum adhering to the following schedule, with a minimum of 200 words per contribution:</p> <ul style="list-style-type: none"> • February 12 • April 16 • May 21 <p>Please note that this is a minimum requirement only , and you are encouraged to use this self-reflection strategy to enhance your own learning.</p> <p>You will submit a document with all your journal entries. You should start the document with a summary of what you learnt and how you changed over the course of the Semester (approximately 400 words). You should then include a copy of all of your previous journal entries.</p>
Task length	1000 words
% grading	15%
Relates to objectives	<p>2. Grasp the purpose of Romans in light of the Introductory Questions.</p> <p>5. Explore ways to engage the text with their contemporary context.</p>
Date due	Friday May 28

ASSESSMENT TASK 5: Major Paper	
Description	<p>Prepare a theological paper on a major topic or theme in Romans. The paper should incorporate a larger understanding of Paul's theology and the impact/contribution that his writing in Romans had on shaping it. The paper should demonstrate understanding of:</p> <ul style="list-style-type: none"> • The purpose of the letter to the Romans • The structure and themes of the letter • The range of critical methodologies and scholarly debates that surround Pauline Theology and his epistles. • Implications of the message of Romans for their own life <p>Ensure you communicate with your lecturer concerning the chosen topic for approval or suggestions on potential topics by May 14.</p>
Task length	2000 words
% grading	25%
Relates to objectives	<ol style="list-style-type: none"> 1. Understand the range of critical methodologies and scholarly debates that surround Pauline Theology and his epistles. 2. Grasp the purpose of Romans in light of the Introductory Questions. 4. Understand the structure, and themes of Romans. 5. Explore ways to engage the text with their contemporary context.
Date due	Friday June 11

APPENDIX 1

PRE-INTENSIVE READING & SET TASKS	
Sessions 1 & 2	<p>1) Read: the letter to the Romans in its entirety at least three times. The first reading should be done in one sitting in order to get a good overview of the basic flow and outline of the book. The second reading should be done in conjunction with the textbook by Moo (which should be read in its entirety). The third reading should be done following the reading of the text with a view toward a more reflection on the key texts and themes of the book.</p> <p>2) Summarise: based on your reading, and in your own words, summarize in 2 or 3 paragraphs what Romans is about.</p> <p>3) Read and answer: Encountering the Book of Romans EBR, chapters 1-3.</p> <p>a) Answer the Study Questions (pp. 29, 36, and 50), and briefly define in your own words any "Key Terms" in each chapter (pp. 29 and 51).</p> <p>b) In one or two paragraphs, discuss how you would change your summary of Romans after working through the material in EBR - if at all.</p> <p>4) Read: Articles listed below all available on CD</p> <p>a) Erickson - A Beginners Guide to Exegesis – Introduction</p> <p>b) Reid - Did Paul have a theology?</p> <p>c) Luther - Preface to Romans</p> <p>d) Paul's use of scripture - Longenecker</p> <p>e) Romans and the Theology of Paul - Wright</p> <p>5) Reading Report: Complete a reading report listing all you read, both assigned and unassigned, using the template supplied. If you have not completed the assigned readings indicate the percentage completed.</p> <p>6) Submit: Romans summary, EBR answers and reading report.</p> <p>Due: February 1</p>
Sessions 3 & 4	<p>1) Read: Romans 1-4. It would be best to read each chapter in EBR with the corresponding section in the book of Romans.</p> <p>2) Read and answer: EBR, chapters 4-8. Answer all of the "Study Questions" for chapters 4-8 in EBR (pp. 61, 70, 76, 87, and 95), and briefly define in your own words any "Key Terms" in each chapter (pp. 61, 70, and 87).</p> <p>3) Read: Articles listed below all available on CD</p> <p>a) Romans 1v3 Early Confession - Beasley Murray</p> <p>b) The Theme of Romans- 1:16-17</p> <p>c) Romans 2 - Moo</p> <p>d) The Law in Romans 2 – Wright</p> <p>e) Paul the Jewish Theologian - Young</p> <p>4) Write: In one page, answer the question: According to Paul in the book of Romans, what is the gospel?</p> <p>5) Reading Report: Complete a reading report listing all you read, both assigned and unassigned, using the template supplied. If you have not completed the assigned readings indicate the percentage completed.</p> <p>6) Submit: EBR answers, 'What is the gospel?' paper, and reading report.</p>

Due: February 2

Sessions 5 & 6	<p>1) Read: Romans 5-8. It would be best to read each chapter in EBR with the corresponding section in the book of Romans.</p> <p>2) Read and answer: EBR, chapters 9-12. Answer all of the “Study Questions” for chapters 9-12 in EBR (pp. 107, 117, 128, and 142), and briefly define in your own words any “Key Terms” in each chapter (pp. 108 and 142).</p> <p>3) Read: Articles listed below all available on CD.</p> <p>a) Romans 5-8 as Pastoral Theology - Olson</p> <p>b) Romans 6 v 1-14 - Moo</p> <p>c) Flesh in Romans – Moo</p> <p>d) Sold as a Slave to Sin - Riddlebarger</p> <p>4) Reading Report: Complete a reading report listing all you read, both assigned and unassigned, using the template supplied. If you have not completed the assigned readings indicate the percentage completed.</p> <p>5) Submit: EBR answers, exegesis and reading report.</p> <p>Due: April 6</p>
Sessions 7 & 8	<p>1) Read: Romans 9-12. It would be best to read each chapter in EBR with the corresponding section in the book of Romans.</p> <p>2) Read and answer: EBR, chapters 13-16. Answer all of the “Study Questions” for chapters 13-16 in EBR (pp. 154, 162, 172, and 182), and briefly define in your own words any “Key Terms” in each chapter (p. 154).</p> <p>3) Read: Articles listed below all available on CD.</p> <p>a) Pharaoh's Hardening of Heart in Rom 9 - Beale.pdf</p> <p>b) Romans 9-11 – Moo</p> <p>c) The Doctrine of the Remnant - Romans 11 - Lewis</p> <p>d) Worship & Ethics Romans 12 – Peterson</p> <p>e) Renewed Mind - Moo?</p> <p>4) Reading Report: Complete a reading report listing all you read, both assigned and unassigned, using the template supplied. If you have not completed the assigned readings indicate the percentage completed.</p> <p>5) Submit: EBR answers, exegesis and reading report.</p> <p>Due: April 7</p>

Sessions 9 & 10	<ol style="list-style-type: none">1) Read: Romans 13-16. It would be best to read each chapter in EBR with the corresponding section in the book of Romans.2) Read: EBR, chapters 17-19. Answer all of the “Study Questions” for chapters 17-19 in EBR (pp. 189, 200, and 210), and briefly define in your own words any “Key Terms” in each chapter (pp. 200 and 210).3) Read: Articles listed below all available on CD.<ol style="list-style-type: none">a) The Future of Israel and the Nations - Hafemann.b) Love Is the Fulfilment of the Law - Riddlebargerc) Was Luther right – Schreinerd)4) Reading Report: Complete a reading report listing all you read, both assigned and unassigned, using the template supplied. If you have not completed the assigned readings indicate the percentage completed.5) Submit: EBR answers, exegesis, assessment task topics and reading report. <p>Due: May 14</p>
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