

Course Syllabus

Section 1. Course Information

Course ID	BINT 4133		
Course Title	Romans		
College	Christian Ministries and Religion		
Prerequisites	BIBL 2622	Credit Hours	3
Instructor	See the online course in MyFIRE for instructor contact information and availability		
SEU Mission & Vision Statements	<p>Mission Statement: Equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership.</p> <p>Vision Statement: Southeastern University is anchored by Spirit-empowered education in a Christ-centered, student-focused learning community. Southeastern's global impact is marked by a deep commitment to transforming minds and engaging culture through the integration of faith, learning, and service. Each student's divine design is nurtured and unleashed through the investment of faculty and staff, relationships within the community, the rigor of scholarship, diverse learning experiences, and the discipline of spiritual formation, which propels students into a lifetime of serving the world in the Spirit of Christ.</p>		
Course Description	An exegetical study of the book of Romans with special attention given to the major themes of the book.		
Course Overview	The course engages Paul's letters to the Romans, specifically looking at the issues Paul engages, particularly cultural issues, theological issues, and pastoral issues. Particular attention will be given to Paul's use of narrative to express theological truth and its historical correlations.		
Course Materials	<p>Required textbooks:</p> <ol style="list-style-type: none"> 1. Witherington, Ben III. Paul's Letter to the Romans: A Socio-Rhetorical Commentary. Wm. B. Eerdmans Publishing, 2004. 2. Wright, N. T. Paul: In Fresh Perspective. Fortress Press, 2005. <p>Required and optional textbooks are accessed and ordered through SEU's bookstore.</p>		

Course Topics	<p>The purpose of this course is to introduce, reinforce, and measure learning on the following topics:</p> <ol style="list-style-type: none"> 1. The structure, form, and purpose behind the Pauline Epistles (letters) with special attention to the epistle to the Romans. 2. The major theological concepts developed within Romans, with special attention to: <ol style="list-style-type: none"> a. Hamartiology (theology of sin) and humanity in relationship to God b. The relationship of atonement, faith, and redemption c. The relationship of Abrahamic covenant and Christian faith in Paul's theology d. Pauline ecclesiology (theology of the church) e. Pauline eschatology (theology of the last things) f. Pauline pneumatology (theology of the Holy Spirit) g. Paul's view of ministry with special attention to the role of women 3. The fresh perspective on Pauline thought, as developed through the writings of N.T. Wright.
Intended Learning Outcomes	<p>As a result of reading, study, and activities in this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Comprehend an overall knowledge of the background issues of the Epistle to the Romans 2. Remember an overview of the theology and major content of the Epistle to the Romans. 3. Analyze important theological issues related to the Gentile and Jewish Christian Churches of the first century C.E. 4. Comprehend the relevance of the Epistle to the Romans to the contemporary church. 5. Apply the ideas of the Epistle to the Romans to the contemporary church and the Christian life
Key Performance Indicators	<p>Students who successfully complete this course will demonstrate their learning through performance-based activities and assessments. Successful students will:</p> <ol style="list-style-type: none"> 1. Discuss the background of the Epistle to the Romans in class discussion and in the class writing assignments. 2. Express an overview of the theology and major content of the Epistle to the Romans in the class writing assignments and exams. 3. Demonstrate an analysis of important theological issues as they relate to the Jewish and Gentile Christian Churches through the class discussions, class writing assignments, and class exams. 4. Identify the relevance of the Epistle to the Romans to the contemporary church through the class discussions and writing assignments. 5. Discuss the application of the ideas of the Epistle to the Romans to the contemporary church and the Christian life through class discussions and writing assignments.

Instructional and Learning Methods	<p>The online course will include various types of instructional and learning activities. Learning content will be facilitated using these instructional methods:</p> <ul style="list-style-type: none"> • Presentations through written documents and presentation documents, • discussion • class writing assignments <p>Students will take responsibility for their own learning by participating in these learning activities:</p> <ul style="list-style-type: none"> • Read the Student Handbook, with particular attention given to such areas as class attendance, testing, classroom discipline, academic dishonesty, plagiarism, cheating, and disruption of the academic process. Students are held accountable for knowing this information. • Successfully complete the class discussion sessions and related papers, and any and all writing assignments. Students will be expected to present their papers on their posted dates, unless students have a legitimate excuse. • Exemplify honesty and integrity in all activities and relationships. • Participate in class discussions of relevant topics. • Prepare materials and present materials in accordance with the course schedule <p>The model for the course utilizes three segments—Aim, Learn, and Apply. The Aim section outlines the specific learning objectives for the course. The Learn section represents the lectures, reading, and material available each week. The Apply section calls for assignments to be evaluated such as small group work, critical analysis papers, and sectional exams.</p>
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Section 2. Course Policies

Grading Scale	<p>The university's general grading scale is provided in the Academic Policies and Procedures section of the Southeastern University Catalog. All online courses use the following scale:</p> <table><tr><td>A</td><td>=</td><td>94 – 100%</td></tr><tr><td>A-</td><td>=</td><td>90 – 93%</td></tr><tr><td>B+</td><td>=</td><td>87 – 89%</td></tr><tr><td>B</td><td>=</td><td>84 – 86%</td></tr><tr><td>B-</td><td>=</td><td>80 – 83%</td></tr><tr><td>C+</td><td>=</td><td>77 – 79%</td></tr><tr><td>C</td><td>=</td><td>74 – 76%</td></tr><tr><td>C-</td><td>=</td><td>70 – 73%</td></tr><tr><td>D+</td><td>=</td><td>67 – 69%</td></tr><tr><td>D</td><td>=</td><td>64 – 66%</td></tr><tr><td>D-</td><td>=</td><td>60 - 63%</td></tr><tr><td>F</td><td>=</td><td>0 – 59%</td></tr></table>	A	=	94 – 100%	A-	=	90 – 93%	B+	=	87 – 89%	B	=	84 – 86%	B-	=	80 – 83%	C+	=	77 – 79%	C	=	74 – 76%	C-	=	70 – 73%	D+	=	67 – 69%	D	=	64 – 66%	D-	=	60 - 63%	F	=	0 – 59%
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D	=	64 – 66%																																			
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F	=	0 – 59%																																			
Late Work	Written approval must be received in advance via email.																																				
Extra Credit	None Accepted.																																				
Class Participation	Students are required to login regularly to the online course. The instructor will monitor student activity and participation through MyFIRE. Students are also required to participate in all class activities such as discussion board posts and responses, chat, or conference sessions and group projects.																																				
Official Email	You are expected to check your SEU webmail account at least once each day during the course term. All written correspondence between professor and student must be handled through the SEU email server.																																				
MyFire Use	Please, make it a habit to always check your MyFire account as messages; assignments, grades, and other important related materials may be posted. It is the student's responsibility to check points and notify your instructor if you have questions. DO NOT WAIT UNTIL THE LAST WEEK OF CLASS TO DO THIS!																																				
Technical Difficulties	<p>Southeastern University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time-sensitive activity or assessment, students should report any problems to the instructor and also contact the 24x7 MyFIRE Support online via the link provided within each course. The instructor and/or support staff members will respond to the student's request within 24 hours. Be sure your computer system complies with all Technical Requirements listed in the course.</p> <p>Technical Support:</p> <ul style="list-style-type: none">• Phone: (800) 985-9781• Email: support@learninghouse.com																																				

Disability Statement	<p>Southeastern University is committed to the provision of reasonable accommodations for all students with learning and/or physical disabilities, as defined in Section 504 of the Rehabilitation Act of 1973 and with the American with Disabilities Act (ADA) of 1990. This legislation guarantees educational rights for the physically and learning disabled.</p> <p>Students with medical diagnoses which qualify them for accommodations must contact ADA Services at 863-667-5283 or email ADAservices@seu.edu. Once medical documentation is provided and a confidential consultation is completed, the student will then be responsible to provide the Director of Academic & Auxiliary Services with a list of his or her current professors and their emails.</p> <p>Contact with the Office of Academic & Auxiliary Services is mandatory for each new semester. For more information, visit the SEU Students with Disabilities page on our website.</p>
Academic Honesty	<p>Plagiarism is considered a serious academic offense at Southeastern. It undermines the educational process and, when done intentionally, violates the integrity of the community.</p> <p><i>Plagiarism occurs when a writer uses someone else's language, ideas, or other original material without acknowledging its source.*</i></p> <p>Plagiarism includes unattributed use of any source, in any medium, published or unpublished.</p> <p>Some examples of plagiarism include:</p> <ul style="list-style-type: none"> • Quoting or paraphrasing material without attributing it to its source • Copying segments from the work of others without giving proper credit • Submitting as original work written entirely by someone else <p>Widely known facts do not require citation and do not count as plagiarism so long as they are communicated in the writer's own words. Ideas and observations original to the writer also do not require citation.</p> <p>Work already submitted for a grade in another course may not be resubmitted unless the professor specifically states otherwise.</p> <p>For more information, visit the SEU Plagiarism page on our website.</p>
Course Evaluation	<p>In order to help us to assess the effectiveness of our courses and instructors, <u>if you receive a course evaluation for this course, you are required to complete it.</u></p>
Official Withdrawal	<p>The last day to officially withdraw from this course is at the end of week 5. Please consult the Registrar's Office for details.</p>

Netiquette	<p>General Rules of Netiquette:</p> <ul style="list-style-type: none"> • Make your messages easier to read by making your paragraphs short and to the point. • DO NOT SHOUT BY TYPING IN ALL CAPS. • Utilize humor in appropriate forms. Avoid hostile, abusive, libelous, or rude comments. No vulgar, sexist, racist, biased, or other objectionable language will be tolerated. • Reinforce others in the course (i.e., "Good presentation!" or "Thanks for the feedback." etc.). Valid criticism is acceptably expressed in the form of thoughtful alternatives. Do not insult or "flame" others. • Think twice and send once. The old carpenter adage to measure twice and cut once holds great value here. Once you send something not well-thought out you will find it difficult and time-consuming to recover. Think about what you want the group and the professor to think about you. • Use spell-check and grammar-check. The little errors commonly accepted in email or text-messaging with friends and family are distracting and inappropriate in a college discussion forum. • In an online discussion forum, debate is welcome, but be tactful in responding to others. Remember that there's a person (or a whole class) at the receiving end of your post. • If you quote a previous post (by using the reply function for example), quote only enough to make your own point. • If you want to get in touch with only one person in the class, send a message to that individual's e-mail address, not to the entire discussion list. <p>Basic courtesy goes a long way to a good online experience. Respond politely and promptly, be patient and expect that differences in knowledge, experience, and background may take extra effort to succeed in the communication portion of the course. Value differences, ask clarifying questions, and do not focus on confrontation. Utilize prayer and biblical relationship principles as needed. Involve the instructor when appeal to community leadership is needed.</p>
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Section 3. Course Schedule

The *Course Schedule* provides an at-a-glance listing of your work in this course. The assignments are listed by week and include the due dates and point values.

Abbreviations used in this chart:

PPT: PowerPoint Presentations
 TEXT: Readings
 DF: Discussion Forum
 Due Dates: Mon=Monday, Tu=Tuesday, Wed=Wednesday, Th=Thursday, Fri=Friday, Sa=Saturday, Su=Sunday
 Due Times: Assignments are due by or before 11:55pm EST on due date, unless otherwise noted

DATES	WEEK	TOPICS	ASSIGNMENTS	DUE	POINTS
Wed. 1/13 to Tu. 1/19	1	Aim <ul style="list-style-type: none"> Pre-class preparation (no points given) Class Overview & Introduction Background Letters in Romans Society; The Church in Rome Romans 1:1-17 	Purchase Textbooks Class Introductions Learn <ul style="list-style-type: none"> Read: Wither, 1-25 Read: Wither, 29-57 View: PPT Week #1 Apply <ul style="list-style-type: none"> Journal 1 DF: Post response to DFWK1 <u>AND</u> Respond to two classmates' posts Quiz 1 	Tu Sa Tu Tu	12 20 15
Wed. 1/20 to Tu. 1/26	2	Aim <ul style="list-style-type: none"> Romans 1:18-32 Romans 2:1-16 Romans 2:17-29 Romans 3:1-3:20 	Learn <ul style="list-style-type: none"> Read: Wither, 58-98 View: PPT Week #2 Apply <ul style="list-style-type: none"> Journal 2 DF: Post response to DFWK2 <u>AND</u> Respond to two classmates' posts Academic Article Quiz 2 	Tu Sa Tu Tu Tu	12 10 70 15
Wed. 1/27 to Tu. 2/2	3	Aim <ul style="list-style-type: none"> Romans 3:21-31 Romans 3:27-4:25 Romans 5:1-21 	Learn <ul style="list-style-type: none"> Read Wither, 99-153 View: PPT Week #3 Apply <ul style="list-style-type: none"> Journal 3 DF: Post response to DFWK3 <u>AND</u> Respond to two classmates' posts Book Critique: Wright Quiz 3 	Tu Sa Tu Tu Tu	12 20 100 15
Wed. 2/3 to Tu. 2/9	4	Aim <ul style="list-style-type: none"> Romans 6:1-14 Romans 6:15-7.6 Romans 7:7-7:25 Romans 8:1-39 	Learn <ul style="list-style-type: none"> Read: Wither, 154-235 View: PPT Week #4 Apply		

		<ul style="list-style-type: none"> Review Romans 1-8 Note: Last day to withdraw from this course is the end of Week 5, Sunday night at 11:59pm EST. (next week)	<ul style="list-style-type: none"> Journal 4 DF: Post response to DFWK4 <u>AND</u> Respond to two classmates' posts Research Proposal Mid-term Exam 	Tu Sa Tu Tu Tu	12 10 30 100
Wed. 2/10 to Tu. 2/16	5	Aim <ul style="list-style-type: none"> Romans 9:1-11:36 	Learn <ul style="list-style-type: none"> Read: Wither, 236-279 View: PPT Week #5 Apply <ul style="list-style-type: none"> Journal 5 DF: Post response to DFWK5 <u>AND</u> Respond to two classmates' posts Sermon Lecture Quiz 4 	Tu Sa Tu Tu Tu	13 10 50 15
Wed. 2/17 to Tu. 2/23	6	Aim <ul style="list-style-type: none"> Romans 12:1-21 Romans 13:1-14 	Learn <ul style="list-style-type: none"> Read: Wither, 280-324. View: PPT Week #6 Apply <ul style="list-style-type: none"> Journal 6 DF: Post response to DFWK6 <u>AND</u> Respond to two classmates' posts Quiz 5 	Tu Sa Tu Tu	13 10 15
Wed. 2/24 to Tu. 3/1	7	Aim <ul style="list-style-type: none"> Romans 14:1-12 Romans 14:13-23 Romans 15:1-13 Romans 15:14-33 Romans 16:1-27 	Learn <ul style="list-style-type: none"> Read: Wither, 325-373. Read: Wither, 375-405 View: PPT Week #7 Apply <ul style="list-style-type: none"> Journal 7 DF: Post response to DFWK7 <u>AND</u> Respond to two classmates' posts Research Paper Quiz 6 	Tu Sa Tu Tu Tu	13 10 160 15
Wed. 3/2 to Tu. 3/8	8	Aim <ul style="list-style-type: none"> Final Exam 	Learn <ul style="list-style-type: none"> View: PPT Week #8 Apply <ul style="list-style-type: none"> Journal 8 DF: Post response to DFWK8 <u>AND</u> Respond to two classmates' posts Final Exam: Cumulative. 	Tu Sa Tu Tu	13 10 180

Section 4. Assignment Descriptions

ASSESSMENT	PTS.	DESCRIPTION
Discussion Forums	100	<p>Each week the student will submit a scholarly post on the Discussion Forum. This post will address the question or issue that is raised each week. The initial post should respond to the discussion issue in 150-200 words and possess strong grammatical structure and clarity. When engaging a thought from an essay or a video, state the source.</p> <p>Each student will then provide two responses to colleagues. One of the two may be interactive responses. That is, one of the two may be a follow-up response to someone's response to your post. Responses should interact with the sources of study. The responses are designed to engage the subject and communicate with other members of the class. Responses should include references to textbooks, course lectures, and/or other resources, and they should follow proper citation rules (Turabian/Chicago Manual of Style is required).</p> <p>All postings, whether the initial post or the responses, should be substantively developed, academic engagements of the issues. [Stating that a person's work is appreciated or thanking someone for accolades, while perhaps valuable to the discussion, is not considered to be part of an academic engagement. We are not discouraging complements. We are encouraging scholarly interaction.]</p> <p>It is essential that initial discussion posts are submitted by 11:55 p.m. on Saturday evening and peer responses by Tuesday at 11:55 p.m. Peer responses should interact with the issues presented in an engaging manner and demonstrate strong grammatical structure and clarity.</p> <p>Discussion Grading Rubric: Primary Posting – by Saturday Evening 6pts. <i>Should include citation of material, quality grammar and quality content.</i> Peer Responses (2) – by Tuesday Evening 4 pts. (2 pts. each) Total Points 10</p>
Papers	410	<p>During the eight week course, a total of five substantial writing assignments will be completed to assist students in their comprehension of the course material: a critical review of an academic article (Week 2), a critique of <i>Paul: In Fresh Perspective</i> by N.T. Wright (Week 3), a research proposal (Week 4), a sermon outline (Week 5), and a research paper (Week 7). In addition to fulfilling the assignment description, students will also be graded on grammatical structure/spelling, proper citation, and quality of argument. Specific instructions for each paper can be found in their respective course week folders.</p>
Journals	100	<p>Each week, students will complete a journal response of at least 300 words interacting and engaging with the assigned reading for the course week. Please note that journal responses are not summaries or mere outlines of the reading; full credit will only be given to those entries that critically and academically engage with the reading.</p>
Quizzes	90	<p>Each week, students will complete a quiz, which will assess comprehension of the assigned reading. The weekly quizzes will be objective in nature (multiple choice, matching, and true/ false) and will cover specific terms, concepts, and facts outlined in the textbook. Students will complete quizzes in the MyFire course Tuesday at 11:55 p.m.</p>

Midterm	100	A portion of your grade will be based on issues through week four. This exam requires students to write two essay responses (250-400 words each) to randomly selected questions. Please note that the potential test questions are accessible to students in the midterm exam link in the Week 4 course folder.
Final	180	A portion of your grade will be based on the comprehensive final exam to be completed during the finals week. This exam requires students to write two essay responses (250-400 words each) to randomly selected questions. Please note that the potential test questions are accessible to students in the midterm exam link in the Week 8 course folder.

Section 5. Assessments

TYPE	ASSESSMENTS	POSSIBLE TOTAL POINTS	PERCENTAGE OF TOTAL POINTS
Discussion Boards	DBWk1 - Salvation History	10	10%
	DBWk1 - Roman Culture	10	
	DBWk2 - Gospel for All People	10	
	DBWk3 - Apart from the Law	10	
	DBWk3 - Original Sin/Original Death	10	
	DBWk4 - The Fresh Issue of N.T. Wright	10	
	DBWk5 - Israel	10	
	DBWk6 - The Community	10	
	DBWk7 - To Jerusalem, Rome and Spain?	10	
	DBWk8 - Women	10	
Papers	Research Proposal	30	42%
	Sermon Outline	50	
	Research paper	160	
	Critique N. T. Wright	100	
	Critical Review of Academic Article	70	
Journals	Reading Log/Journal Week 1	12	10%
	Wk 2 Reading Journal	12	
	Wk 3 Reading Journal	12	
	Wk 4 - Reading Journal	12	
	Wk 5 Reading Journal	13	
	Wk 6 - Reading Journal	13	
	Wk 7 - Reading Journal	13	
	Wk 8 Reading Journal	13	
Quizzes	Quiz 1	15	10%
	Quiz 2	15	
	Quiz 3	15	
	Quiz 5	15	
	Quiz 6	15	
	Quiz 7	15	
Midterm	Midterm	100	10%
Final Exam	Final Exam	180	18%
Total Possible Points		980	100%

Section 6. Selected Bibliography and Web Resources

- Achtemeier, Paul J. *Romans*. Interpretation Commentaries. Atlanta: John Knox, 1985.
- Alexander, Donald L., ed. *Christian Spirituality—Five Views of Sanctification*. Downers Grove, IL: InterVarsity, 1988. An expression of the views of spirituality and sanctification from the Lutheran, Reformed, Wesleyan, Contemplative, and Pentecostal traditions.
- Barrett, C.K. *The Epistle to the Romans*. Harper's NT Commentaries. New York: Harper & Brothers, 1957.
- Barth, Karl. *The Epistle to the Romans*. London: Oxford University Press, 1933. A classic work from perhaps the leading neo-orthodox theologian.
- Bassinger, David and Bassinger, Randall. *Predestination and Free Will*. Downers Grove: InterVarsity, 1986. A non-technical and helpful discussion of the subject expressing four views on divine sovereignty and human freedom.
- Bruce, F.F. *Romans*. Rev. ed. Tyndale NT Commentary. Grand Rapids: Eerdmans, 1985. A relatively brief treatment of Romans from a famous evangelical scholar.
- Calvin, John. <http://www.ccel.org/ccel/calvin/calcom38.v.html> You may use this on-line.
- Cranfield, C.E.B. *A Critical and Exegetical Commentary on the Epistle to the Romans*. 2 vols. International Critical Commentary. Edinburgh: T. & T. Clark, 1975, 1978. An exhaustive and technical treatment of the Greek text of Romans.
- Dieter, Melvin E., Hoekema, Anthony A., Horton, Stanley M., McQuilkin, J. Robertson and Walvoord, John F. *Five Views on Sanctification*. Grand Rapids: Zondervan, 1987. Presents five major Protestant views on sanctification: Wesleyan, Reformed, Keswick, Augustinian-Dispensational, and Pentecostal.
- Dunn, James G.D. *Romans 1-8*. Word Biblical Commentary. Dallas: Word, 1988. An excellent work providing translation, form, and structure of the Epistle to the Romans.
- _____. *Romans 9-16*. Word Biblical Commentary. Dallas: Word, 1988. (see above)
- Fee, Gordon D. *Pauline Christology: An Exegetical-Theological Study*. Peabody, MA: Hendrickson Publishers, 2007. An eminent Pentecostal scholar considers Pauline Christology, with chapter 6 (pp237-288) interacting with the letter of Romans.
- Godsey, John D. "The Interpretation of Romans in the History of the Christian Faith." *Interpretation* 34/1 (January 1980): 3-16.
- Hawthorne, Gerald F., Martin, Ralph P. and Reid, Daniel G., eds. *Dictionary of Paul and His Letters*. Downers Grove, IL: InterVarsity, 1993. An excellent resource for studying the background of Paul, the themes of his letters, and his theology.
- Jewett, Robert. "The Law and the Coexistence of Jews and Gentiles in Romans." *Interpretation* 39/4 (October 1985): 341-356.
- Kasemann, Ernst. *Commentary on Romans*. Trans. By G.W. Bromiley. Grand Rapids: Eerdmans, 1980. The work of a famous German scholar, which is clearly outlined and uses the theme of God's righteousness to interpret Romans.
- Luther, Martin. *Commentary on the Epistle to the Romans*. Trans. By J.T. Mueller. Grand Rapids: Kregel, 1976. Luther's classic work which shows how the doctrine of justification by faith influenced his life.

Morris, Leon. *The Epistle to the Romans*. Grand Rapids: Eerdmans, 1988. A comprehensive study of Romans with detailed grammatical notes.

Moo, Douglas J. *The Epistle to the Romans*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1996. A comprehensive study from an American evangelical.

Nygren, Anders. *Commentary on Romans*. Philadelphia: Fortress, 1949. A penetrating exposition of Paul's theology of grace.

Schreiner, Thomas R. *Romans*. Grand Rapids: Baker, 1998. A very thorough study of Romans with an impressive amount of detail in interpretation.

On-line resources: Go to <http://www.soniclight.com/constable/notes.htm> and click on Romans. A pdf file will appear (you will need Adobe Acrobat loaded on your hard drive). Click on "Bookmark" in the left margin and an outline of Romans will appear. Click on the passage you have chosen or assigned for study and the document will go to the commentary on that passage.