Course Description
Exegesis of the Greek text with examination of principal theological themes in the context of Paul’s apostolic mission and his relationship to the church in Rome. Special attention will be given to the scriptural exegesis and theology underlying Paul’s letter.

Course goals
1. The student will demonstrate an ability to read, translate, analyze and interpret the Greek text of Paul’s letter to the Romans. [Class participation, translation notebook, exegesis paper and take-home exam; relating to articles 1-2 of the seminary’s mission statement]

2. The student will demonstrate familiarity with the theological and pastoral issues that are found in or raised by Paul’s letter to the Romans and an ability to think critically and biblically about those issues. [Class participation, reflection paper; articles 1-2, 6a of the seminary’s mission statement]

3. The student’s life, theology and ministry will be more significantly informed by the transforming message of this epistle and they will demonstrate significant reflection upon the relationship between their personal lives and their public ministries and the message of the letter to the Romans. [exegesis paper, reflecton paper; articles 5-6a of the seminary’s mission statement]

Course emphases
1. Translation and analysis of key texts in (much of) Paul’s letter to the Romans.

2. A reading of the epistle that is informed by Paul’s Jewish-Christian and scriptural background.

3. Understanding various facets of God’s righteousness that are emphasized in the letter and how readers are expected to respond to them.

4. Learning from Paul the apostle, missionary/pastor, exegete and biblical theologian and the application of the message of the epistle in our own context (personal, church and society).

5. Exposure to semantic structure analysis and its value for exegesis and exposition.
Required texts

One of these following two commentaries (student’s choice):


Also:


Recommended texts:


Course requirements and evaluation

The class will meet Friday afternoons and will work its way through key texts in Paul’s letter to the Romans, dealing with issues of lexical meaning, syntax, semantic structure, historical issues, rhetoric, theology and application as they arise.

A Greek Competency Quiz is required of every Greek exegesis class. Only those who receive a passing grade on this quiz will be allowed to remain in the class. The quiz is prepared by the director of the GCTS Greek language program and will be given the first class hour. It may include translation, parsing, identification of syntactical functions, and other grammatical questions. See blackboard for a sample test. The best way to review is to visit www.analytikon.org.

1. In preparation for each class period the student should:

   a) Analyze and translate the assigned Greek text, using whatever tools are required (I encourage you to review forms and paradigms as necessary. Students may wish to consult one or more of the following aids: *A Reader's Greek-English Lexicon of the New Testament* by Sakae Kubo (Grand Rapids: Zondervan, 1975); *A Grammatical Analysis of the Greek New Testament* by Max Zerwick and Mary Grosvenor (Rome : Pontificio Istituto Biblico, 1993); *The Linguistic Key to the New Testament* by Fritz Rienecker and Cleon L. Rogers (Grand Rapids: Zondervan, 1980). If you do not own Bible software you may find the http://www.greekbible.com/ site helpful.
b) Read the relevant sections of Moo’s or Schreiner’s commentary, Deibler’s SSA and the chosen selections from Luther and Calvin for each passage.
c) Be prepared to discuss the treatments given in the readings mentioned in the previous point and to suggest modifications to Deibler’s SSA.
d) Read any other required bibliography indicated in the syllabus for that class period.

Note: You are always expected to come prepared to be an informed participant in discussions regarding the issues raised by the passage at hand. You are responsible for all the assigned translation and reading regardless of how much is covered in class.

2. You are to record your personal translation (not someone else’s and not an amalgam of published translations) of the selected texts from Romans in the “Translation Notebook” provided by the professor. Along with your translation you should record whatever lexical, grammatical or syntactical notes you would need to explain your translation in class (these are not to be transferred through any cut-and-paste method). You should come to class prepared to work from your lexical notebook and an unmarked Greek New Testament. In the translation notebook you are also to indicate the basic syntactical function of each participle in the following ways:

   a. Circle all participles.

   b. In the case of adverbial participles and genitive absolutes you are to circle the verb of the main clause which is modified by the participial clause and draw an arrow from the participle to the verb of the clause it modifies.

   c. In the case of adjectival participles you are to circle the substantive which is being modified by the participle and draw an arrow from the participle to that substantive.

   d. In the case of substantival participles you are to circle the article (if there is one) and draw an arrow from the participle to the article. If there is no article with the substantival participle you are to simple leave the participle circled (and skip the arrow).

The first page of the translation notebook provides a few examples. All participles in Romans have been underlined for your convenience.

This is due at the time of the final exam. A penalty of 1/3 letter grade will be assessed for each calendar day after the due date if this is turned in late. It is to be submitted with clear indication of the date of submission.

Students are encouraged to re-read the letter on a weekly basis, at least from beginning to the point to which the exegesis has advanced (if not to the end) each week (whether in Greek or English) in order to gain an ever greater sense of the whole and of the relationships between the parts.

3. You will write a 12-15 page exegesis paper in which you systematically analyze a complete passage in Romans in the light of its literary and theological context, its grammatical, semantic and rhetorical structure, its use of important words and concepts, it’s main idea and key themes and its relevance in the original context and in our own. This paper should reflect the training provided in Interpreting the New Testament. It should reflect both inductive study of the text and knowledge of a wide variety of secondary literature (lexicons and other reference works, academic commentaries and journal articles). The passage should be a complete unit, approved in advance by the professor. The paper must be turned in before the relevant text is dealt with in class. Further orientation will be found at http://www.viceregency.com/CiampaExegesisPaper.htm.

See the course schedule for due date and late penalties. Please staple the paper together and refrain from using paper clips or special covers, etc. Also please attach the Exegesis Paper
Evaluation Form (found in the following pages) to the back of your paper before stapling it together. Before beginning your exegesis paper be sure to study the attached document about plagiarism and how to avoid it.

For more orientation and help with your exegesis see www.viceregency.com and the resources found in the links provided there (especially on these pages:

Commentaries you should be sure to consult and refer to in your exegesis paper include those by Moo (NICNT), Schreiner (BECNT), Cranfield (ICC, 2 vols.), Jewett (Hermeneia), Dunn (WBC, 2 vols.), Morris (PNTC), Witherington. Journal articles, lexicons, theological dictionaries, monographs, and advanced Greek grammars should also be consulted and referenced.

NOTE: Please include your box number on any work submitted. Papers without box numbers will be retained in my office until you pick them up. Papers that are not retrieved from my office will eventually be thrown out.

4. You will write a 5 page paper on Spiritual Formation according to Romans in which you reflect on what the letter to the Romans teaches about how spiritual formation takes place and how it can be promoted in our own lives and in our churches. At least one action step taken in light of the paper’s conclusions should be indicated. As with the translation notebook, a penalty of 1/3 letter grade will be assessed for each calendar day after the due date if this is turned in late. It is to be submitted with clear indication of the date of submission on the cover page.

5. There will be an “objective” final exam dealing with issues raised in the required readings, class lectures and discussions. It will also include translation and questions on Greek texts. It is to be taken without the use of any helps (including a Bible).

Your grade will be determined by five (5) elements: 1) your classroom preparedness and participation (5%); 2) your translation notebook (25%); 3) your exegesis paper (35%); 4) your spiritual formation paper (10%) and 5) the final exam (25%).

<table>
<thead>
<tr>
<th>Element</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Classroom preparedness</td>
<td>5%</td>
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<tr>
<td>Translation notebook</td>
<td>25%</td>
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<tr>
<td>Spiritual Formation paper</td>
<td>10%</td>
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<tr>
<td>Exegesis paper</td>
<td>35%</td>
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<tr>
<td>Final exam</td>
<td>25%</td>
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100%

ACADEMIC POLICIES

Due dates
Due dates for most assignments are indicated in the Course Outline. Late work will not normally be accepted. In unusual circumstances (e.g., grave sickness) the professor may elect to accept late work. Such work will be penalized according to the discretion of the professor in the light of the particular situation. The final paper is due by the seminary deadline for the submission of written work. Only the registration office can give an extension beyond that date.
Greek Competency

As per the seminary catalog’s statement regarding 600-level courses, “Competence in Greek is required in all aspects of a course for a passing grade.” Also, no passing grade will be given if either the exegetical notebook or the exegesis paper is not turned in or is not essentially complete.

Intellectual property rights

To protect the professor’s intellectual property rights with regard to classroom content, students are asked to refrain from audio and video recording of classes, as well as audio, video, and written publication (including internet posting and broadcasting) or live transmission of classroom proceedings. In cases where explicit special permission is granted to record a session such permission is extended on a temporary use only: Any recording made is for the private use of the student only and is to be deleted/erased within two weeks of the recording.

Internet usage

Students are asked to refrain from accessing the internet at any point during class sessions, unless otherwise instructed by the professor. “Surfing the web,” checking email, and other internet-based activities are distracting to other students and to the professor, and prevent the student from fully participating in the class session.

Inductive Study

The final paper must demonstrate the use of the tools/steps/methods taught in this course. A paper that primarily reflects a selection of insights from commentaries or other secondary sources will not be acceptable.

Plagiarism

All use of sources must be properly indicated. Read the document on plagiarism carefully and remember that use of authors’ words is indicated with quotation marks and a footnote and use of their ideas, but not their words, is indicated with a footnote.

Proposed Schedule (subject to change at professor’s discretion)

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Fri. Feb 4</td>
<td>Introduction to the course; Greek proficiency test</td>
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<tr>
<td>2</td>
<td>Fri. Feb 4</td>
<td>Rom. 1:1-5</td>
<td>Introduction to Romans in Moo/Schreiner The introduction to Deibler’s SSA of Romans GNT; Moo/Schreiner/Luther/Calvin/Deibler Chapters 8-9 of <em>The Semantic Structure of Written Communication.</em></td>
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<td>3</td>
<td>Fri. Feb 11</td>
<td>Rom. 1:6-17</td>
<td>GNT; Moo/Schreiner/Luther-Calvin/Deibler (=GM/SLCD)</td>
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<td>4</td>
<td>Fri. Feb 11</td>
<td>Rom. 1:18ff</td>
<td>GM/SLCD</td>
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<td>5</td>
<td>Fri. Feb 18</td>
<td>Romans 2</td>
<td>GM/SLCD</td>
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<td>6</td>
<td>Fri. Feb 18</td>
<td>Romans 3</td>
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<td>Feb 21-25</td>
<td><strong>Reading Week: NO CLASSES</strong> (read Greib)</td>
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<td>7</td>
<td>Fri. Mar 4</td>
<td>Romans 4</td>
<td>GM/SLCD</td>
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<td>8</td>
<td>Fri. Mar 4</td>
<td>Romans 5</td>
<td>GM/SLCD</td>
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<td>Fri. Mar 11</td>
<td>Romans 6</td>
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<td>Fri. Mar 18</td>
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<td>Romans 9</td>
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<td>Mar 21-25</td>
<td><strong>Reading Week: NO CLASSES</strong> (read Kirk)</td>
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<td>13</td>
<td>Fri. Apr 1</td>
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<td>Romans 10</td>
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<td>14</td>
<td>Fri. Apr 1</td>
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<td>Romans 11</td>
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<td>15</td>
<td>Fri. April 8</td>
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<td>Romans 12</td>
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<td>16</td>
<td>Fri. April 8</td>
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<td>Fri. April 15</td>
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<td>Romans 14</td>
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<td>Fri. April 15</td>
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<td>Romans 15</td>
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<td>19</td>
<td>Fri. April 22</td>
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<td>Romans 16</td>
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<td>20</td>
<td>Fri. April 22</td>
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<td>Review</td>
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<td>Fri. April 29</td>
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<td><strong>Snow Day</strong></td>
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<td>May 6</td>
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<td><strong>Final Exam</strong></td>
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<tr>
<td>5/9</td>
<td>Last day to submit written work (graduating seniors must submit by 4/29)</td>
<td></td>
<td>Submit Exegesis Paper</td>
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Plagiarism: What It is and How to Recognize and Avoid It

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

These guidelines are taken from the Student Code of Rights, Responsibilities, and Conduct.

To help you recognize what plagiarism looks like and what strategies you can use to avoid it, select one of the following links or scroll down to the appropriate topic.

- How to Recognize Unacceptable and Acceptable Paraphrases
  - An Unacceptable Paraphrase
  - An Acceptable Paraphrase
  - Another Acceptable Paraphrase
- Plagiarism and the World Wide Web
- Strategies for Avoiding Plagiarism
- Terms You Need to Know (or What is Common Knowledge?)

How to Recognize Unacceptable and Acceptable Paraphrases
The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into
factory workers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade" (Williams 1)

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.

Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

   Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

http://www.indiana.edu/~wts/wts/plagiarism.html
**Common knowledge:** facts that can be found in numerous places and are likely to be known by a lot of people.

*Example:* John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

*Example:* According the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an interpretation; **consequently, you need to cite your source.**

**Quotation:** using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

*Example:* According to Peter S. Pritchard in USA Today, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

**Paraphrase:** using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

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