Gordon-Conwell Theological Seminary
NT 620: Exegesis of Romans
Professor: Roy E. Ciampa

Spring 2011
Office: AC144
Wednesdays 6:30-9:30 PM
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Phone: (978) 646-4083 (office) (978) 312-1018 (home)

If my posted hours do not work for you please contact me by e-mail to make an appointment.

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, reflection 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. 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.


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.), Kruse (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%).

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<thead>
<tr>
<th>Component</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.

Cell phone usage
Cell phones and pagers are to be turned off during class or, in the case of a pending emergency, may be set to mute/vibration mode (check your manual if you don’t know how to mute your phone).

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>Wed. Jan 30</td>
<td>Introduction to the course; Greek proficiency test</td>
<td>Read Syllabus and Statement regarding Plagiarism Introduction to Romans in Moo/Schreiner The introduction to Deibler’s SSA of Romans GNT; Moo/Schreiner/Luther/Calvin/Deibler Chapters 8-9 of The Semantic Structure of Written Communication.</td>
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<tr>
<td>2</td>
<td>Wed. Jan 30</td>
<td>Introduction to Romans</td>
<td>GM/SLCD</td>
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<tr>
<td>3-4</td>
<td>Wed. Feb 6</td>
<td>Romans 1:1-17</td>
<td>GM/SLCD</td>
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<tr>
<td>Date</td>
<td>Reading Date</td>
<td>Reading Week</td>
<td>Text Reference</td>
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<td>5-6</td>
<td>Wed. Feb 13</td>
<td>Romans 2</td>
<td>GM/SLCD</td>
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<td>Feb 18-22</td>
<td>Reading Week: NO CLASSES (read Beilby and Eddy, <em>Justification: Five Views</em>)</td>
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<td>7-8</td>
<td>Wed. Feb 27</td>
<td>Romans 3</td>
<td>GM/SLCD</td>
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<tr>
<td>9-10</td>
<td>Wed. Mar 6</td>
<td>Romans 3 (cont)</td>
<td>GM/SLCD</td>
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<td>11-12</td>
<td>Wed. Mar 13</td>
<td>Romans 4</td>
<td>GM/SLCD</td>
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<td>13-14</td>
<td>Wed. Mar 20</td>
<td>Romans 5-6</td>
<td>GM/SLCD</td>
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<td>Mar 25-29</td>
<td>Reading Week: NO CLASSES (read Kirk)</td>
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<td>15-16</td>
<td>Wed. Apr 3</td>
<td>Romans 7-8</td>
<td>GM/SLCD</td>
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<tr>
<td>17-18</td>
<td>Wed. Apr 10</td>
<td>Romans 9-11</td>
<td>GM/SLCD</td>
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<td>19-20</td>
<td>Wed. Apr 17</td>
<td>Romans 12-14</td>
<td>GM/SLCD</td>
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<td>21-22</td>
<td>Wed. Apr 24</td>
<td>Romans 15-16</td>
<td>GM/SLCD</td>
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<td>Submit Spiritual Formation Paper.</td>
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<tr>
<td>23-24</td>
<td>May 1</td>
<td>Final Exam</td>
<td>The Translation Notebook is due at the time of the final exam</td>
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<tr>
<td>5/6</td>
<td>Last day to submit written work (graduating seniors must submit by 4/29)</td>
<td>Submit Exegesis Paper</td>
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