I. Course Objectives:

This course will prayerfully pursue the following five objectives:

- Students will deepen their love for God by interpreting Paul’s letter to the Romans.
- Students will learn to approach the original text of Scripture with reverence as the divinely inspired Word of God and with humility due to the greatness of the subject.
- Students will practice core competencies of original language exegesis in order to:
  1) Understand and apply the historical-grammatical exegetical method.
  2) Follow the Author’s thought through a sentence flow and discourse analysis.
  3) Conduct responsible word and concept studies in the Greek New Testament.
  4) Recognize and evaluate manuscript variations in the textual tradition.
  5) Analyze the grammar and syntax of the Greek New Testament.
  6) Access historical and theological context through primary sources and scholarly commentary throughout the history of interpretation.
  7) Synthesize the results of exegetical study into a coherent exegesis paper written in an academic style.
- Students will improve their facility with the primary resources for original language exegesis, including critical editions of the Greek New Testament, Greek lexica and grammars, primary sources for historical context, and exegetical commentaries.
- Students will express the theological message of Paul’s letter to the Romans for the benefit of the church that is the Body of Christ.

Each of these course objectives relates to the articles of the Gordon-Conwell Theological Seminary Vision, Mission and Purpose Statement (see below Appendix I, esp. Article 1).

II. Course Required Texts:

Highly Recommended Texts:


III. Course Requirements:

1. Translation and text preparation to be checked in class 20%
2. Annotated Translation/Grammatical Analysis/Sentence Flow/Discourse Analysis/Exegetical Summary 20%
3. Exegesis Paper (15 pages) 50%
4. Required Reading and brief reading report 10% (Percentage of completion to be indicated at the top of the reading report)

IV. Course Outline:

**WEEKEND 1: SEPTEMBER 26-27, 2014**

**INTRODUCTION TO PAUL AND THE LETTER TO THE ROMANS**

**REVIEW OF FEE’S METHOD FOR ORIGINAL LANGUAGE EXEGESIS**

**ROMANS IN A SINGLE HEARING WITH 1,000 COMMENTARIES**

**THE GOSPEL REVEALS THE RIGHTEOUSNESS OF GOD FOR ALL PEOPLE**

**FRIDAY EVENING TEXTS:**
Romans 1:1-18 and 15:14-16:27

**SATURDAY TEXTS:**
Romans 1:19-4:25

Translation to be prepared before class: Romans 1:1-18 and 3:21-31

**Reading:** Begin required commentary reading and complete Wright.

- Begin Annotated Translation/Grammatical Analysis/Sentence Flow/Discourse Analysis/Exegetical Summary Assignment (see below for detailed instructions).

**HARD COPY DUE AT THE BEGINNING OF CLASS ON 10/24!!!**
WEEKEND 2: OCTOBER 24-25, 2014

THE IMPLICATIONS OF THE GOSPEL OF GOD FOR THE PEOPLE OF GOD

FRIDAY EVENING TEXTS:
Romans 5:1-6:23

SATURDAY TEXTS:
Romans 7:1-8:39

Translation to be prepared before class: Romans 5:12-21; 6:15-23; and 8:1-17

Reading: Continue required commentary reading and finish Thompson.

➢ Select and confirm passage for exegesis paper. This passage must be different than the passage of your text critical, sentence flow, and word study passage.

WEEKEND 3: NOVEMBER 21-22, 2014

LIVING OUT THE GOSPEL OF GOD AS A MISSIONARY COMMUNITY
STRIVING TOWARD THE OBEDIENCE OF FAITH

FRIDAY EVENING TEXTS:
Romans 9:1-11:26

SATURDAY TEXTS:
Romans 12:1-15:13

Translation to be prepared before class: Romans 9:1-5; 9:30-10:4; 12:1-8; 15:1-16

Reading: Complete commentary reading.

➢ Write full original language exegesis paper using the exegetical method of this course and applying the competencies introduced and modeled in class (see below Assignment 3 for more detailed instructions).

DUE 12/19 emailed to Professor in Word and PDF format!!!
NT 620: Exegesis of Romans Assignment 1:
Translation and text preparation

Our time together in class will be dramatically enhanced by your text preparation prior to our sessions. This is an essential requirement for our course. Greek exegesis takes place from the Greek text. Our discussion in class will be focused on Paul’s actual words in this moving and important letter. Each weekend there are specific passages that you are required to translate in advance of class. Please prepare a document with your own translation to aid in our discussion. You can include notes on parsing, unusual grammatical forms or structures to help you. I will call on random readers to confirm your preparation. I am not concerned that you have everything correct, but that you are immersing yourself in the text before class.

NT 620: Exegesis of Romans Assignment 2:
Annotated Translation/Grammatical Analysis/Sentence Flow/Discourse Analysis/Exegetical Summary

I received three gifts of incalculable value from Gordon-Conwell: 1) a knowledge of Hebrew and Greek in order to read Scripture in the original voice; 2) a framework for viewing the large narrative of Scripture with the glory of God in Christ crucified and raised from the dead at the center; and 3) the exegetical discipline and art of a sentence flow and discourse analysis. I use these gifts every week as a pastor. They are wellsprings of joy, insight, pleasure, and nourishment for the people whom I seek to shepherd toward Christ.

The purpose of this assignment is to develop your facility with the Greek language, grammatical and syntactical analysis, and the flow of thought. The assignment should have the following sections:

1. An annotated translation of your passage similar to the Word Biblical Commentary series. Also make notes of grammatical analysis of genitives and participles and any other unusual or significant forms.
2. Make a sentence flow of your passage in Greek and then in English showing grammatical subordination and the flow of thought using the method in class. Separate out the individual propositions of the text (subject and predicate).
3. Determine the logical relationships between the propositions using brackets as illustrated in class. Trace the flow of the argument step by step, establishing main and supporting points with abbreviations and asterisks illustrated in class.
4. Summarize in one concise paragraph the author’s flow of thought and main point of your passage.

You may select one of three passages for this assignment:
Romans 5:12-21; 6:15-23; or 8:1-17

A HARD COPY OF THIS ASSIGNMENT IS DUE BEFORE CLASS ON OCT 24th !!!
The exegesis paper forms the major assignment for this course. The paper will follow the exegetical method outlined in Gordon Fee, *New Testament Exegesis*. The total length of the paper should be 15 pages (excluding introductory matters and appendices). There will be a reduction in the grade for excessive length. Remember that sermons must fit into a certain amount of time. Part of the challenge in exegesis is sorting out what is important and what is not. The format of the paper is as follows:

**Introductory matters:**
- Cover page (Name, course, passage)
- Greek text presented according to your sentence flow and discourse analysis
- Annotated translation (similar to the Word Biblical Commentary series)

Then follow the steps in Fee’s method:
1. Survey the historical context: Introduce your passage, author, date, context
2. Confirm the limits of the passage: How does your passage fit into the literary context of this work?
3. Become thoroughly acquainted with your passage: Demonstrate awareness of other translations in your verse by verse commentary
4. Analyze sentence structures and syntactical relationships (Sentence Flow) Include with introductory matters, discuss in your commentary
5. Establish the text: Text Criticism should be included in your commentary when significant, also can be noted in annotated translation
6. Analyze the grammar (Sentence Diagram/Syntax): Reference the precise grammatical use and syntax of key expression citing Brooks and Winbery or a Greek reference grammar
7. Analyze significant words (Word study): Explain significant words and demonstrate abbreviated word studies in the paper
8. Research historical-cultural backgrounds: Explain backgrounds citing Wright, Ferguson, Keener, include primary texts where appropriate
9. Determine the formal character of genre
10. Determine the historical context
11. Determine the literary context
12. Consider the broader biblical and theological contexts
13. Consult secondary literature (Exegetical commentaries/articles/Hist. of Interp.)
14. Provide a finished translation (This is included as the annotated translation)
15. Write the exegesis paper including a summary and application as a conclusion.

Steps 3 and following should be written in a verse by verse commentary style similar to the Word Biblical Commentary with complete footnotes. All secondary literature should be cited in SBL Handbook style footnotes and bibliography of at least fifteen works including advanced grammars, theological dictionaries, academic commentaries, and scholarly journals.

I am particularly interested in your own understanding and interpretation of the passage. Include the five major commentators (Schreiner, Dunn, Stuhlmacher, Cranfield, and Theodoret) in your discussion.

**THIS ASSIGNMENT IS DUE ON OR BEFORE DECEMBER 19TH !!!** Please email your paper as a Word and PDF file to dpalmer@gordonconwell.edu
“The person who never reads will never be read; he who never quotes will never be quoted. He who will not use the thoughts of other men's brains, proves that he has no brains of his own. Brethren, what is true of ministers is true of all our people. You need to read.

Renounce as much as you will all light literature, but study as much as possible sound theological works, especially the Puritanic writers, and expositions of the Bible. We are quite persuaded that the very best way for you to be spending your leisure, is to be either reading or praying. You may get much instruction from books which afterwards you may use as a true weapon in your Lord and Master's service.

Excerpt from a sermon on 2 Timothy 4:13 entitled
“Paul- His Cloak and His Books”
Delivered by Rev. Charles Spurgeon, on Sunday Morning,
November 29th, 1863, Metropolitan Tabernacle, Newington

Christian faith is transmitted to us through the primary texts of the written Word of God. Reading is a vital habit for long-term ministry, spiritual growth and usefulness to Christ. It is also extremely humbling to remember that God’s people have read, reflected, written, and interpreted Scripture for thousands of years. There is a broad conversation that has occurred over the centuries into which God has now called you to participate for your own transformation and for the building up of the church today.

For this course, you are required to read the following: (approximately 1,450 pages)

1. Schreiner, Romans, 400 pages of your choice
2. Dunn, Romans, 400 pages of your choice
3. Stuhlmacher, Romans, entire volume, 250 pages
5. James Thompson, Moral Formation according to Paul, ≈ 200 pages

As an appendix to your exegesis paper, please include a one page reading report indicating the total percentage of your reading at the top. I would then like to read a one paragraph each reflection of what you learned specifically from the works of Wright and Thompson.
SELECT BIBLIOGRAPHY FOR NEW TESTAMENT EXEGESIS

Introductions to the New Testament:


Text Criticism:


Greek Lexicons:


Intermediate and Advanced Greek Grammars:


Historical-Cultural Backgrounds:


Commentary Series:
- Anchor Bible Commentary Series (Mainstream, liberal, in places brilliant)
- Ancient Christian Commentary Series (Window into the History of Interpretation)
- Eerdmans’ Critical Commentary (Mainstream, detailed discussion of critical issues)
- Expositors Bible Commentary (Preaching commentary)
- Hermeneia (Mainstream, technical discussion of original text)
- International Critical Commentary (Mainstream, technical discussion of original text)
- Word Biblical Commentary (Detailed commentary on original text, broadly evangelical)
- New International Commentary on the New Testament (Evangelical)
- New International Greek Testament Commentary (Broadly evangelical, detailed Greek)
- Pillar New Testament Commentary Series (Evangelical Greek Text)
- Tyndale Commentary Series (Succinct, evangelical, English style)

Commentary Recommendations:
- Matthew (Dale Bruner, Donald Hagner, Davies and Allison)
- Mark (Guelich, Gundry, Lane)
- Luke (Marshall, Fitzmyer, Green, Bock)
- John (Beasley-Murray, Brown, Bruner)
- Acts (Marshall, Johnson)
- Romans (Dunn, Cranfield, Schreiner, Stuhlmacher, Wright, Moo)
  1 Corinthians (Fee, Thiselton)
  2 Corinthians (Hafemann, Furnish, Martin)
- Galatians (Longenecker, Martyn, Dunn, Betz)
- Ephesians (Barth, Lincoln, O’Brien)
- Philippians (Fee, Silva, O’Brien)
- Colossians/Philemon (O’Brien, Dunn, Wright)
- 1-2 Thessalonians (Wanamaker, Marshall, Malherbe)
- 1-2 Timothy/Titus (Marshall, Knight, Mounce)
- Hebrews (Lane, Bruce, Koester, Hagner, John Owen 7 vols.)
- James (Davids, Moo, Koester, Hagner, John Owen 7 vols.)
- 1 Peter (Davids, Elliott)
- 2 Peter/Jude (Bauckham, Kelly, Green, Webb)
- 1-3 John (Brown, Marshall, Smalley)
- Revelation (Beale, Aune, Mounce, Caird, Hendrickson)

Five books which have been significant in my development as an exegete:

Appendix 1: Gordon-Conwell Theological Seminary
Vision, Mission and Purpose Statement

“To advance Christ’s Kingdom in every sphere of life by equipping Church leaders to think theologically, engage globally and live biblically.”

Gordon-Conwell Theological Seminary is an educational institution serving the Lord and His Church. Its mission is to prepare men and women for ministry at home and abroad. The seminary undertakes this task as a training partner with the Church so that what is learned on campus may be complemented by the spiritual nurture and the exercise of ministry available through the Church.

Gordon-Conwell’s mission arises out of God’s redemptive work in this world effected in Jesus Christ, understood through the biblical Word and mediated by the Holy Spirit. As a theological seminary, it provides learning, resources and training through which men and women may acquire knowledge, gain skills and develop attitudes needed in Christ’s ministry. Its mission, accordingly, is to serve the Church in the following ways:

Article 1: To encourage students to become knowledgeable of God’s inerrant Word, competent in its interpretation, proclamation and application in the contemporary world. Because the teaching of God’s Word is indispensable to the well-being and vitality of God’s people, the seminary has a fundamental responsibility to encourage in its students a love for Scripture. The seminary is to teach exegetical skills by which they will be able to apply Scripture effectively.

Article 2: To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills and attitudes integrated in the person who ministers. Both in traditional degree programs and in continuing education, a combination of careful training and supervised experience in ministry are educational practices essential to achieving that goal.

Article 4: To work with the churches towards the maturing of students so that their experiential knowledge of God in Christ is evidenced in their character, outlook, conduct, relationships and involvement in society. Academic learning divorced from a life of biblical spirituality neither honors God nor serves His people. Such spirituality is to be expressed cognitively, relationally and socially. It is to be translated into action, God’s people embodying His compassion, declaring His justice and articulating His truth in society.

Article 5: To provide leadership and educational resources for shaping an effective evangelical presence in Church and society. Gordon-Conwell’s academic and institutional resources are to be put into the service of the Christian community to provide careful research on and informed understanding of critical issues, as well as in exercising leadership in learned societies, in movements of renewal and reform and in a variety of off-campus ministries in order to develop a more informed understanding of what the lordship of Christ means in our world.

Article 6: To develop in students a vision for God’s redemptive work throughout the world and to formulate the strategies that will lead to effective missions, evangelism and discipleship. The central mission of the Triune God is the creation of a fellowship of men and women who are mature in Christ and who will love and serve Him forever. This mission is realized evangelistically through the proclamation of the biblical gospel by those who embody the message they proclaim and who seek to make disciples from all peoples.