

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	ROMANS NEWT CM31 XP
<b>Date and Time</b>	SEPTEMBER 11 – DECEMBER 4, 2024 Wednesday 8:15 AM – 11:05 AM
<b>Instructors</b>  <b>加拿大華人神學院</b> Canadian Chinese School of Theology	<b>YAN MA, PhD 馬燕</b> Email: yma.ccst@tyndale.ca
<b>Class Information</b>	Office Hours: by appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> Course emails will be sent to your @MyTyndale.ca e-mail account only. <a href="#">Learn how to access and forward emails to your personal account.</a>

## I. COURSE DESCRIPTION

Romans is arguably among the most influential books in the Bible and has had a major impact on Christian theology and Church History. As one of the richest books in the New Testament, this Epistle is held to contain the clearest and longest expression of Paul’s thought. This course is primarily an exegetical study of Romans. The content of Romans is theologically central for matters of faith and our understanding of the gospel. By exploring the content and themes of this Epistle, this course will examine Romans’ historical, literary, and theological qualities within relevant first-century contexts. In addition, Romans contains incredibly practical challenges and applications for spiritual transformation and living out faith in a diverse church and culture. This course will also involve a sustained discussion of how the message of this Epistle can be integrated into the life of the church today in terms of effective spiritual formation.

## II. LEARNING OUTCOMES

**At the end of the course, students will be able to:**

1. Describe the purposes, content, and messages of Romans.
2. Interpret Romans in light of its historical, literary, and theological contexts.
3. Critically examine and evaluate commentaries on Romans by comparing their goals and methods of New Testament exegesis.
4. Analyze major theological themes in Romans and explain their significance for contemporary Christian thought and practice.
5. Articulate the importance of Romans to the church today.

### **III. COURSE REQUIREMENTS**

#### **A. REQUIRED READING**

飽會園著。《羅馬書》卷上、下。天道聖經注釋系列。香港:天道書樓, 2004。

#### **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

道格拉斯·穆爾著, 鍾越娜譯。《羅馬書》兩卷。國際釋經應用系列。香港: 漢語聖經協會, 2017。Douglas J. Moo. *Romans: From Biblical Text to Contemporary Life*. NIV Application Commentary 45. Grand Rapids: Zondervan, 2009.

#### **C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS (Not Applicable)**

#### **D. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

#### **E. ASSIGNMENTS AND GRADING**

**A penalty of 1% per day will be applied to all late assignments**

##### **1. Readings and Group Discussion (10%):**

- Students are required to complete the weekly reading of the relevant portion in Acts and the textbook before each class.
- Students are expected to attend the group discussion for 20 minutes in each class and make contributions to the understanding of the topics. Students’

comments and questions should reflect a thorough and thoughtful reading of the materials.

- Learning outcomes 1, 2, 3, 4, 5

## 2. Role Playing (20%):

- Each of two or three students will form a group for role playing. Each group will choose a topic in Romans and will demonstrate how to teach the topic in a Sunday school class for 30 minutes in class. All students in each group need to actively participate in role playing.
- A list of topics will be provided by the instructor on **September 11**. Role playing will be performed on **October 2, 9, and 16** (depending on how many groups).
- Learning outcomes 1, 2, 4

## 3. Book Report (20%):

- Each student will write a book report of the textbook for approximately 3,000 words. The book report should both summarize and assess the argument of the author.
- The book report is due in .pdf form at **11:59 p.m., November 13**.
- Learning outcomes 1, 2, 3

## 4. Exegetical Paper (40%):

- Each student will write an exegetical paper of a passage in Romans for approximately 5,000 words. The exegetical paper should focus on both the ancient text and its contemporary relevance. As an academic paper, it should have a clear and well-defined thesis statement that is defended throughout the paper.
- The passage of the exegetical paper is to be agreed upon with the instructor by **September 18**. The exegetical paper is due in .pdf form at **11:59 p.m., December 11**.
- Learning outcomes 1, 2, 3, 4, 5

## 5. Proposal Presentation (10%):

- Students will present their proposals for the exegetical paper for 10 minutes in class and lead the class discussion for another 10 minutes.
- The proposals will be presented on **November 20, 27, and December 4** (depending on how many students).
- Learning outcomes 1, 2, 3, 4, 5

## F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

## G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following:

Readings and Group Discussion	10 %
Role Playing	20 %
Book Report	20 %
Research Paper	40%
Proposal Presentation	10%
Total	100 %

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#). Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

## I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

**Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation**

Date	Reading Before Class	Content	Assignment
9/11	Romans	Introduction to the Course	Role Playing Topic
9/18	Introduction and Romans 1:1–15 in the textbook	Introduction to Romans Romans 1:1–15	Exegetical Paper Passage
9/25	Romans 1:16–4:25 in the textbook	Romans 1:16–4:25	
10/2	Romans 1:16–4:25 in the textbook	Romans 1:16–4:25	Role Playing

10/9	Romans 5:1–8:39 in the textbook	Romans 5:1–8:39	Role Playing
10/16	Romans 5:1–8:39 in the textbook	Romans 5:1–8:39	Role Playing
10/23	Reading Day		
10/30	Romans 5:1–8:39 in the textbook	Romans 5:1–8:39	
11/6	Romans 9:1–11:36 in the textbook	Romans 9:1–11:36	
11/13	Romans 9:1–11:36 in the textbook	Romans 9:1–11:36	Book Report
11/20*	Romans 12:1–15:13 in the textbook	Romans 12:1–15:13	Proposal Presentations
11/27	Romans 12:1–15:13 in the textbook	Romans 12:1–15:13	Proposal Presentations
12/4	Romans 15:14–16:27 in the textbook	Romans 15:14–16:27	Proposal Presentations
12/11			Exegetical Paper

\* (SBL) Alternative arrangement will be provided for this class.

#### V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Selected Bibliography will be provided in the first class.