



NT308: Romans (Online)

Course Syllabus

Course Description

This course is a comprehensive study of the Epistle to the Romans. The course considers the importance of the epistle for Christian theology and living and includes an exegetical component.

Course Outcomes

Upon satisfactory completion of this course, you will be able to:

1. Identify the basic structure of the book of Romans;
2. Analyze and explain the contents of Romans;
3. Assess and articulate the central role this book has in the Christian's understanding of the gospel of Jesus Christ;
4. Integrate the book of Romans into the whole of God's plan, revealed in the Scriptures;
5. Apply the message of Romans to life and contemporary society.

Course Materials

Required Material(s)

Students must purchase:

Moo, D. (2000). *Romans: The NIV application commentary*. Grand Rapids, MI: Zondervan. ISBN 978-0310494003

All other required materials are provided as PDFs or links in the Course Moodle Page. See the weekly schedule for more complete information on course readings.

Recommended (but not required) Additional Reading

Bird, M. F. (2016). *Romans. The story of God Bible commentary*. Grand Rapids, MI: Zondervan. ISBN: 978-0310327189

Gaventa, B. R. (2016). *When In Romans: An invitation to linger with the gospel according to Paul*. Grand Rapids, MI: Baker Academic. ISBN: 978-0801097386

Schreiner, T. R. (2006). *Paul, apostle of God's glory in Christ: A Pauline theology*. Downers Grove, IL.: InterVarsity Press. ISBN: 978-0830828258

Wright, N.T. (2005), *Paul for everyone: Romans, part 1*. Louisville, KY: Westminster John Knox Press. ISBN: 978-0664227999

Wright, N.T. (2005), *Paul for everyone: Romans, part 2*. Louisville, KY: Westminster John Knox Press. ISBN: 978-0664229122

Class Policies

You are expected to read all assigned readings, view all lecture videos, screencasts, and access any links posted by the professor. Be prepared to discuss the contents of each.

Attendance and Participation

Because online courses require significant interaction between students, you must upload a current photo of yourself to your Moodle profile. The image should be a headshot with your face clearly visible (no pets, group photos, or cartoons).

You are not required to be online at the same times as your classmates. However, you should check in regularly (to access new materials, submit assignments, and/or participate in ongoing threaded discussions).

Each course week includes a threaded discussion focusing on topics related to the course. The discussions are a great place to ask questions, clarify issues, and share insights. You must check in regularly and contribute to the ongoing conversation, posting on the number of required days.

See the Online Discussion Guidelines for more details.

Any student who has not logged in for course participation during the first week will be administratively dropped along with any subsequent courses in the term.

Note: If you are off campus for any Jessup-sponsored extracurricular activity, you are still required to maintain and follow the due dates outlined in this syllabus. If you have an exceptional instance where internet access is not present either in your transportation and/or accommodations, you will need to have your supervising individual (professor, coach, etc.) inform your instructor to receive additional time on an assignment.

Netiquette

Netiquette, or the rules that surround good communication on the internet, is very important in online courses that are based on high levels of interaction and communication between students and professors at a distance.

Some basic rules to guide you in your online communication (see the Online Student Orientation for a longer, expanded list):

1. **Be thoughtful, kind and courteous in your communication.** Avoid language that may offend others and be cautious when using sarcastic language. In addition, respect your classmates' privacy by not asking them to share more than they would be comfortable doing.
2. **Proofread your writing so it is clear and easy to read.** Avoid acronyms (including text speak), do not use ALL CAPS, and do not overuse exclamation marks (use *italics* for emphasis). Write in short paragraphs and use plenty of white space (extra space between paragraphs) as that makes text easier to read on a webpage.
3. **Engage with your classmates.** Make sure your writing communicates what you intend, ask clear questions of your peers and always be aware of your audience when you are writing in the online classroom.

Written Work Guidelines

Written work is graded for content, organization, style, grammar, and formatting. All papers are to be typed, proofread, spell-checked, double-spaced, and prepared in accordance with APA style and format. Basic formatting

should be Times New Roman 12 with 1 inch margins. For help with APA formatting, see the APA link located on the main page of the course in Moodle.

The Writing Center is available to all Jessup Online students for help with writing papers as well as APA formatting. You can contact them at writingcenter@jessup.edu or schedule a session through the WJU Student Services Scheduler.

Assignments

Submission Format

All assignments must be submitted as an attachment via Moodle no later than 11:59 PM (PST) the day the assignment is due. Unless otherwise specified, you should submit all papers as Microsoft Word documents (.doc or .docx files) via Moodle. Use the "How to Submit Pages Doc (Mac) to Turnitin" link on Moodle when uploading documents in Mac format.

Late assignments

Whether instructors accept late work or not is up to their discretion.

In the case that they do, late work may be penalized 10% of the possible points for the assignment for each day, or part thereof, that it is late. *Work may not be submitted more than a week late.*

If you face particular difficulty meeting a deadline, please contact the professor ahead of time to discuss any options.

NOTE: The professor is not obliged to accept any late work after the final day of the class session unless prior arrangements have been made.

Feedback and Grades

You can expect to receive written feedback and grades on each weekly assignment via Moodle within 72 hours of the due date for submission.

For larger assignments (research papers, projects, etc.), you can expect to receive feedback within a week.

Academic Integrity

The University Catalog states:

Academic integrity is an essential component of Christian higher education. Instances of plagiarism will not be treated lightly. If it is a student's first offense, the paper will simply receive a zero. The student may or may not have the option to re-write the assignment for half credit, according to the instructor's discretion. If evidence of plagiarism exists a second time the student will receive an academic dismissal, which can be appealed by the student.

Plagiarism includes:

- The intentional or unintentional representation of another's words or ideas as your own in an academic exercise.
- Using the "copy and paste" method to use text found on a Web site without giving credit to the source.

- Copying information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used do not represent your original words or ideas, you must distinguish them with quotation marks or an indented block quotation followed by the appropriate citation.
- Paraphrasing statements or paragraphs without proper citation or using someone else's ideas, data, language, and/or arguments without acknowledgement.
- Presenting work as your own that has been prepared in whole or part by someone other than you.
- Failure to properly cite statistics, data, or other sources of information in your paper.
- Resubmitting a paper that you have already turned in as an assignment for a different course (including a different section of the same course). While the paper may be considered your original work, resubmitting it is considered a form of plagiarism. Your assignments for every class should be unique and original for that course.

Student Complaints

For complete information about WJU and how to file a complaint as a student please see the Consumer Information section of the Jessup website.

If a distance education student who lives outside the state of California believes that the university's internal procedures have not adequately addressed concerns identified under the Program Integrity Rule, there is a link on the Jessup website with Student Complaint information by State and Agency.

Discussion Forums

Discussion Forums are an integral part of every Jessup Online course. A high percentage of learning in an online environment comes through the dialogue that takes place in Discussion Forums. You should think about the discussion questions in this class as an opportunity for you, your classmates, and your instructor to enter into an interesting conversation about what you are studying. Therefore, you are encouraged to jump into the discussion as often as you'd like. This ensures that everyone will benefit from a variety of opinions and insights on the topics at hand. In other words, your contribution is valuable and important! Since this is a conversation, it's also important that you read the *entire* forum; not only are your contributions important, but you'll find that your classmates' contributions are as well!

Substantive Posts

You must post **at least 3 substantive responses** each week. A substantive post is one that contributes something significant to the academic conversation using academic language (avoid "text speak" or other informal language in your discussion posts). To be substantive and earn full credit, a post should:

1. **Be of appropriate length** (initial = 250-400 words; secondary = 125-225 words).
2. **Engage with the course materials** (lecture, texts, videos, etc.) in such a way that it is evident that you have integrated the course content into your thinking.
3. **Demonstrate critical thinking skills.** In other words, your substantive posts should reflect that you have carefully considered the discussion question and have put effort into writing a response that makes a relevant contribution to the conversation.

Requirements

Since discussion questions are usually given a lot of weight in terms of the final course grade, there are also academic expectations. These are as follows.

You must be active in the discussion forum **at least 3 days per week**. This means that you must post a response on 3 of the 7 days each week of the course in order to receive full credit. Do not write all of your forum posts on one day – that eliminates the opportunity for dialogue with classmates.

NOTE: All Discussion due dates/times are for the Pacific Time Zone.

For weeks with one discussion question:

1. You must post your **initial response** to the question by **Wednesday @ 11:59 p.m.**
2. By **Sunday @ 11:59PM**, you must post (at minimum) **two secondary posts** (posts responding to your classmates' comments or to your instructor's prompts) for a **total of three posts**. All posts must be substantive to receive full credit.

For weeks with two or more discussion questions:

1. You must post your **initial response to DQ#1** by **Wednesday @ 11:59 p.m.** .
2. You must post your **initial response to DQ#2** by **Friday @ 11:59 p.m.** (please attempt to post prior to **Friday to allow for greater discussion time on DQ #2**
3. By **Sunday @ 11:59PM**, you must post (at minimum) **four secondary posts** (spread across both questions; responding to your classmates' comments or to your instructor's prompts) for a **total of six posts**. All posts must be substantive to receive full credit.

Grading (Discussion Questions)

You are encouraged to take part in the weekly dialogue as much as you would like. Your instructor will rate your discussion posts according to the following guidelines:

Initial posts = 0 – 4 points each

- Points can be deducted for posting late (after the stated deadline), and/or for your post not meeting the requirements for being substantive (see above).

Secondary posts = 0 – 3 points each

- Points can be deducted for your post not meeting the requirements for being substantive (see above).
- All secondary posts are due each week by Sunday night @ 11:59 p.m. No credit will be given for late discussion posts after this time.

Each discussion question is worth 10 points [4 pts. for your initial post; 3 pts. for each secondary post]. Therefore, for weeks with **one discussion question**, you can earn up to a total of **10 points**. For weeks with **two discussion questions**, you can earn up to **20 points**.

These totals will be accumulated throughout the week in your gradebook as your instructor rates your posts. Your **final grade** [0 – 10 or 20] for the entire week will be reflected in your gradebook **no later than Wednesday of the following week**.

Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, WJU Disability Support Services office (DSS) provides eligible students with a variety of individualized, reasonable accommodations. These accommodations are intended to assist college students with disabilities in having equal access to regular college programs and activities. Accommodations are determined individually for each student through an interactive process and are based on functional limitations resulting from a documented disability. Recent (within 3 years), verifiable documentation must be provided by a medical doctor or appropriately licensed professional.

Approved accommodations will be provided for students who present instructor with a copy of their Faculty Notification Letter (issued by DSS).

For more information, please visit the Disability Support Services website.

Disability Support Services Contact Information:

WJU Disability Support Services
(916) 577-2253
dss@jessup.edu

Technology Requirements

Sufficient technology tools and Internet access are required when taking a course through Jessup Online. The following list will help ensure that you are adequately equipped.

Supported Operating Systems

- Windows 8 and Windows 10
- MacOS is supported for most online course materials

It is highly recommended that you have administrative rights to the computer used for your coursework. If you must use a computer over which you do not have administrative rights (such as a workplace computer), you may experience difficulties with needed functions, such as installing plug-ins. Check with your workplace IT department to ensure that you may access course materials from your company's network.

Productivity Tools

Microsoft Office (this software is available to students at deeply discounted pricing through Microsoft or JourneyEd.com.).

WJU Email Account

All students are provided with a WJU email address. It should be used for all course communication between you and

your instructor. This will avoid issues with Spam blockers and other problems that may prevent you from receiving email from your instructors. Use of this email account will also enable you to participate in special student offers that are available only to students with an "edu" email address. You can access your Jessup e-mail account at my.jessup.edu.

Supported Browsers

- Google Chrome
- Mozilla Firefox

Browser Settings

Please refer to your browser's Help features to check these settings.

- Pop-Up Blocker should be disabled
- JavaScript should be enabled
- Java should be enabled
- Cookies should be enabled

Plug-ins

The most recent version of the following plug-ins is required for many of the resources available in your online courses:

- Adobe Acrobat Reader
- Apple QuickTime Player
- Java SE 8 or higher

All plug-ins needed to participate in components of your online classes are available at no additional cost. It is recommended that you review the list of plug-ins and install them prior to beginning your coursework.

Screen Settings

Screen resolution (size) should be set at minimum 1024 x 768 or higher.

HelpDesk

There is a link on every Moodle page for 24/7 technical support through an outside vendor.

You can also contact the Jessup HelpDesk (which is not 24/7) is through WJU. Email helpdesk@jessup.edu or call 916.577.2345.

Course Grading Explanations

Points	Grade
90-100	A
80-89	B
70-79	C
60-69	D
<59	F

A = Excellent performance. Work is truly exemplary and worthy of emulation by others. Student exceeds expectations and constructively contributes to the learning environment.

B = Above average performance. All assignments are complete and on time and exhibit a complete understanding and an ability to effectively apply concepts.

C = Average performance. Student accomplishes only the minimum requirements or does not complete all requirements. Oral and written communication is at an acceptable level for a college student.

D = Work is below acceptable level for a college student. Student shows only a very basic understanding of the material or does not meet all assignment requirements.

F = Work is not passing. Student's work is incomplete or does not apply information and concepts in a satisfactory manner.

Final Grade Calculation

<i>Assignments</i>	<i>Value</i>
Discussion Questions	30%
Short Assignments	40%
Weekly Quizzes	15%
Exam	15%
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TOTAL:	100%

Course Outline

<i>Week 1</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
Topics and Learning Objectives	<p>Introduction & Romans 1</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> ● Identify a basic outline of Romans. ● Describe the background details (occasion and purpose) of Romans. ● Discuss the content of the first chapter of Romans and the “theme verse” (1:16-17) of Romans. ● Begin to analyze how Romans fits into the larger story of Scripture. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> ● Bible, Romans, Chapter 1 ● Moo, <i>Romans: The NIV Application Commentary</i>, Introduction through Romans 1:18-32 		3.0 Hours	

Video Resources	View <ul style="list-style-type: none"> ● Video Exegetical Lectures: <ul style="list-style-type: none"> ○ Lecture 1.1 - General Intro to the Course ○ Lecture 1.2 - Intro to Romans ○ Lecture 1.3 - Romans 1:1-7 ○ Lecture 1.4 - Romans 1:8-33 ● Video Thematic Lectures: <ul style="list-style-type: none"> ○ Lecture 1.5a - The Biblical Storyline: Foundation for Studying Romans I ○ Lecture 1.5b - The Biblical Storyline: Foundation for Studying Romans I ○ Lecture 1.6a - The Biblical Storyline: Foundation for Studying Romans II ○ Lecture 1.6b - The Biblical Storyline: Foundation for Studying Romans II ● Other <ul style="list-style-type: none"> ○ N.T. Wright, "Introduction to Romans" ○ New Testament Letter: Historical Context ○ New Testament Letter: Literary Context ○ Word Study: Euangelion- "Gospel" 		3.5 Hours	
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Discussion	<p>Discuss</p> <ul style="list-style-type: none"> ● DQ #1 (Exegetical): You and the Book of Romans <ul style="list-style-type: none"> ○ Many of us enter this course with past experiences and prior knowledge about the Apostle Paul in general, and the book of Romans in particular. If this is so for you, did anything you learn challenge your prior knowledge about Romans in particular and/or Christianity in general? If you don't have prior knowledge, what is the most valuable or helpful thing you learned this week as we start our study? ● DQ #2 (Thematic): The Ultimate Hope of Christians <ul style="list-style-type: none"> ○ How is the ultimate hope of Christians, as described in this week's lecture, different than how you have typically understood eternity? Does this emphasis on "new creation" inspire you or excite you? Why or Why not? 	See Discussion Guidelines	6.0 Hours	
Short Assignment #1: Romans 1 Reflection Paper	<p>Complete</p> <ul style="list-style-type: none"> ● Identify and discuss at least 4 key points from your reading of Moo this week, related to Romans 1. <ul style="list-style-type: none"> ○ What stood out to you as most helpful? Why? ○ What, if anything, did you disagree with? ○ How does this material help you apply this week's section of Romans to your own life? ● Be sure your paper conforms to the Written Work Guidelines of the syllabus and uses proper APA formatting, including title page, in-text citations, and reference list (no abstract required). See Student Resources for APA helps. ● 850 words in length (3-4 pages). 	Sunday after Week 1 class 11:59PM PT	5.0 Hours	
		TOTAL HOURS FOR THE WEEK:	17.5 Hours	

Week 2	Details	Due	Demand Hours	Course Objective
Topics and Learning Objectives	<p>Romans 2-3</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> ● Discuss the universal problem of sin (common to reprobates, moralists, and religious people). ● Exegete Romans 2, and explain options for interpreting the texts in chapter 2 that seem contradictory to chapter 3. ● Begin to formulate the Gospel as Paul presents it in Romans. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> ● Moo, <i>Romans: The NIV Application Commentary</i>, Romans 2:1-11 through Romans 3:27-31 ● The entire Book of Romans in the New American Standard Bible (see Short Assignment #2 below) 		5.5 Hours	
Video Resources	<p>View</p> <ul style="list-style-type: none"> ● Video Exegetical Lectures: <ul style="list-style-type: none"> ○ Lecture 2.1 - Romans 2 Conversation on "Future Judgement Based on Works" ○ Lecture 2.2 - Romans 3 ● Video Thematic Lecture: <ul style="list-style-type: none"> ○ Lecture 2.3 - The Gospel According to Romans 		1.5 Hours	
Supplemental Reading	<p>Readings</p> <ul style="list-style-type: none"> ● Harrison, "Circumcision" in Baker's Evangelical Dictionary of Biblical Theology 			

Discussion	<p>Discuss</p> <ul style="list-style-type: none"> ● DQ #1 (Thematic): The Gospel According to Romans <ul style="list-style-type: none"> ○ How did this week's lecture on "The Gospel According to Romans" clarify or expand your understanding of the Gospel? What questions did it raise for you? ● DQ #2: Difficult Passages in Romans 2 <ul style="list-style-type: none"> ○ After watching the video conversation and reading Moo this week, how would you explain the difficulties in Romans chapter 2? How would you reconcile the apparent contradictions between Romans chapters 2 and 3? 	See Discussion Guidelines	6.0 Hours	
Short Assignment #2: Romans 1-16 Response Notes	<p>Complete</p> <ul style="list-style-type: none"> ● Over the next few weeks, you'll be reading Romans in its entirety a couple of times, using different versions. <ul style="list-style-type: none"> ○ This week, read Romans 1-16 in the New American Standard Bible. (If you do not have a print version, click here for the Bible Gateway link. ● Take at least 800 words (double-spaced, 3-4 pages) of "Response" notes as you read. <ul style="list-style-type: none"> ○ Note difficult passages, questions you have, any moments of clarity that arise, and your overall sense of the epistle when you're finished. ○ Also, this week's thematic lecture focuses on the meaning of the term "gospel" in Romans. As you read through Romans, identify four examples in the text that support the explanation of the gospel mentioned in those videos. ● List your notes using bullet points, APA formatting not required. ● Assessment will be based on the perceived depth of your analysis and care in your reading. 	Sunday after Week 2 class 11:59PM PT	2.5 Hours	
Quiz 1	<p>Complete</p> <ul style="list-style-type: none"> ● The quiz is designed for you to test your comprehension of the lectures & reading in Moo Week 2, and to prepare for the Final Exam. ● It is comprised of 20 multiple choice questions. ● You will have 25 minutes to complete the quiz. 	Sunday after Week 2 class 11:59PM PT	2.0 Hours	

		TOTAL HOURS FOR THE WEEK:	17.5 Hours	
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<i>Week 3</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
Topics and Learning Objectives	Romans 4-5 By the end of this week, you should be able to: <ul style="list-style-type: none"> ● Explain why Paul chooses Abraham as his “model of faith” to the Romans. ● Analyze the relationship between Adam and Christ (type/antitype) as presented in Romans 5. ● Discuss the phrase “righteousness of God” with both confidence and biblical accuracy. ● Apply the message of Romans 4-5 to your own life. 			
Reading Assignments	Read <ul style="list-style-type: none"> ● Bible, Romans, Chapters 4-5 ● Moo, Romans: <i>The NIV Application Commentary</i>, Romans 4:1-8 through Romans 5:12-21 		3.0 Hours	
Video Resources	View <ul style="list-style-type: none"> ● Video Exegetical Lectures: <ul style="list-style-type: none"> ○ Lecture 3.1 - Romans 4 ○ Lecture 3.2 - Romans 5 ● Video Thematic Lecture: <ul style="list-style-type: none"> ○ Lecture 3.3 - The Righteousness of God ● Bible Project Videos: <ul style="list-style-type: none"> ○ Romans Part 1 ○ Romans Part 2 ○ Sacrifice and Atonement 		4.0 Hours	
Supplemental Readings	Readings <ul style="list-style-type: none"> ● Rapinchuk,, “Universal Sin and Salvation in Romans 5:12-21” 			

Discussion	<p>Discuss</p> <ul style="list-style-type: none"> ● DQ: Understanding the Relationship Between God and Humanity <ul style="list-style-type: none"> ○ What was the most compelling thing you learned this week from either your own reading of Romans 4-5, the exegetical lectures, and/or the commentary reading? In what way(s) did this impact your understanding of the relationship between God and humanity? How can you apply what you learned this week to your own life? 	See Discussion Guidelines	3.0 Hours	
Short Assignment #3: Romans 3:21-24 Research Paper	<p>Complete</p> <ul style="list-style-type: none"> ● Discuss how Romans 3:21-24 forms a summary for Chapters 1-4. <ul style="list-style-type: none"> ○ What are the key terms and concepts that these verses highlight? ○ Trace how those key terms and concepts are expanded upon in chapters 1-4 of Romans. ● Be sure to cite Moo and at least 2 other external sources such as commentaries or journal articles. These commentaries or sources should be from the last 30 years (not older than that). Be sure to check when the author lived. For example, Matthew Henry is easy to find online because he lived and wrote in the late 1600's. He is NOT a good source for contemporary biblical studies. <ul style="list-style-type: none"> ○ If possible, we suggest you use commentaries recommended at https://www.bestcommentaries.com/romans/. Choose Academic Level: Pastoral in box on right of page. ● Be sure your paper conforms to the Written Work Guidelines of the syllabus and uses proper APA formatting, including title page, in-text citations, and reference list (no abstract required). See Student Resources for APA helps. ● 850 words in length (3-4 pages) 	Sunday after Week 3 class 11:59PM PT	8.0 Hours	

Quiz #2	Complete <ul style="list-style-type: none"> The quiz is designed for you to test your comprehension of the lectures & reading in Moo this week, and to prepare for the Final Exam. It is comprised of 20 multiple choice questions. You will have 25 minutes to complete the quiz. 	Sunday after Week 3 class 11:59PM PT	2.0 Hours	
		TOTAL HOURS FOR THE WEEK:	20 Hours	

<i>Week 4</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
Topics and Learning Objectives	Romans 6-8 By the end of this week, you should be able to: <ul style="list-style-type: none"> Discuss the significance, in Paul's mind, of Christian baptism. Accurately exegete Romans 7 and Paul's "struggle." Synthesize Paul's teaching on "overcoming" with the reality of human suffering. Define comprehensively the phrase "justification by faith." 			
Reading Assignments	Read <ul style="list-style-type: none"> Bible, Romans, Chapters 6-8 Moo, <i>Romans: The NIV Application Commentary</i>, Romans 6:1-14 through Romans 8:31-39 		5.5 Hours	

Video Resources	View <ul style="list-style-type: none"> ● Video Exegetical Lectures: <ul style="list-style-type: none"> ○ Lecture 4.1 - Romans 6 Conversation on "Baptism & Death to Sin" ○ Lecture 4.2 - Romans 7 ○ Lecture 4.3 - Romans 8 ● Thematic Videos: <ul style="list-style-type: none"> ○ Lecture 4.4 - Justified by Faith: Becoming Like Jesus, the Righteous One 		1.5 Hours	
Optional Resources	Readings <ul style="list-style-type: none"> ● Gupta, "N.T. Wright for Everyone: the Apostle Paul" ● Dunn & Wright, "An Evening Conversation on Paul" ● Chester, "Romans 7 and Conversion in the Protestant Tradition" 			
Discussion	Discuss <ul style="list-style-type: none"> ● <i>DQ: The Power of the Gospel</i> <ul style="list-style-type: none"> ○ Chapters 6-8 provide the powerful climax to Paul's Gospel message. They speak to the power of the Gospel to actually deliver us (now and for eternity) from the power of sin and the despair of suffering. What stands out to you in these chapters as a surprise, a challenge, or a source of real hope? Why? How does Romans 7 fit into this climactic presentation of the power of the gospel? 	See Discussion Guidelines	3.0 Hours	

Short Assignment #4: Romans 7 Research Paper	<p>Complete</p> <ul style="list-style-type: none"> ● Identify three different views of the identity of the "I" in Romans 7:7-25. The three different views should each come from reputable sources. You can use Moo's commentary for one view. Keener and Osborne also have commentaries on Romans which are accessible through Jessup's digital holdings. After you have identified three different views, reflect on how the different interpretations are relevant for our lives today. ● Be sure to cite Moo and at least 2 other external sources such as commentaries or journal articles. These commentaries or sources should be from the last 30 years (not older than that). Be sure to check when the author lived. For example, Matthew Henry is easy to find online because he lived and wrote in the late 1600's. He is NOT a good source for contemporary biblical studies. <ul style="list-style-type: none"> ○ If possible, we suggest you use commentaries recommended at https://www.bestcommentaries.com/romans/. Choose Academic Level: Pastoral in box on right of page. ● Be sure your paper conforms to the Written Work Guidelines of the syllabus and uses proper APA formatting, including title page, in-text citations, and reference list (no abstract required). See Student Resources for APA helps. ● 850 words in length (3-4 pages) 	Sunday after Week 4 class 11:59PM PT	8.0 Hours	
Quiz #3	<p>Complete</p> <ul style="list-style-type: none"> ● The quiz is designed for you to test your comprehension of the lectures & reading in Moo this week, and to prepare for the Final Exam. ● It is comprised of 20 multiple choice questions. ● You will have 25 minutes to complete the quiz. 	Sunday after Week 4 class 11:59PM PT	2.0 Hours	
		TOTAL HOURS FOR THE WEEK:	20 Hours	

Week 5	Details	Due	Demand Hours	Course Objective
Topics and Learning Objectives	<p>Romans 9-11</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> ● Discuss some of the key issues related to God's sovereignty and human freewill. ● Explain the "middle voice" as a possible key for integrating sovereignty/freewill. ● Identify key ways in which the new covenant fulfills Torah. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> ● Bible, Romans, Chapters 9-11 ● Moo, <i>Romans: The NIV Application Commentary</i>, Romans 9:1-5 through Romans 11:33-36 		6.0 Hours	
Video Resources	<p>View</p> <ul style="list-style-type: none"> ● Exegetical Lectures: <ul style="list-style-type: none"> ○ Lecture 5.1 - Romans 9-11 (1) ○ Lecture 5.2 - Romans 9-11 (2) ○ Lecture 5.3 - The Middle Voice ● Thematic Lecture: <ul style="list-style-type: none"> ○ Lecture 5.4 – Fulfilling Torah: The New Covenant and Our New Identity 		1.5 Hours	
Optional Resources	<p>Readings</p> <ul style="list-style-type: none"> ● Reasoner, "On Earth, Not in Heaven" ● Staples, "What do the Gentiles have to do with 'all Israel'? A fresh look at Romans 11:25-27" <p>Videos:</p> <ul style="list-style-type: none"> ● Bible Project, "The Law" 			
Discussion	<p>Discuss</p> <ul style="list-style-type: none"> ● DQ: Sovereignty and Freewill <ul style="list-style-type: none"> ○ Paul's teaching regarding God's sovereignty in chapters 9-11 is one that Christians have wrestled with for a long time. Using this week's lectures (both exegetical and thematic) and textbook reading, how do you connect the sovereignty of God and the freewill of humanity? Do you have any examples to share (e.g., friends, family members, stories from history, etc.) which demonstrate this dynamic? 	See Discussion Guidelines	3.0 Hours	

Short Assignment #5: Romans 10:8-10 Research Paper	<p>Complete</p> <ul style="list-style-type: none"> How would you explain the significance of Romans 10:8-10 in light of the material we have already studied in Romans? <ul style="list-style-type: none"> How do the terms "confess" and "believe" relate to Paul's Gospel in this epistle? Be sure to cite Moo and at least 2 other external sources such as commentaries or journal articles. These commentaries or sources should be from the last 30 years (not older than that). Be sure to check when the author lived. For example, Matthew Henry is easy to find online because he lived and wrote in the late 1600's. He is NOT a good source for contemporary biblical studies. <ul style="list-style-type: none"> If possible, we suggest you use commentaries recommended at https://www.bestcommentaries.com/romans/. Choose Academic Level: Pastoral in box on right of page. Be sure your paper conforms to the Written Work Guidelines of the syllabus and uses proper APA formatting, including title page, in-text citations, and reference list (no abstract required). See Student Resources for APA helps. 850 words in length (3-4 pages) 	Sunday after Week 5 class 11:59PM PT	8.0 Hours	
Quiz #4	<p>Complete</p> <ul style="list-style-type: none"> The quiz is designed for you to test your comprehension of the exegetical lectures & reading in Moo this week, and to prepare for the Final Exam. It is comprised of 20 multiple choice questions. You will have 25 minutes to complete the quiz. 	Sunday after Week 5 class 11:59PM PT	2.0 Hours	
		TOTAL HOURS FOR THE WEEK:	20.5 Hours	

Week 6	Details	Due	Demand Hours	Course Objective
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Topics and Learning Objectives	<p>Romans 12-14</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> ● Identify key ways in which the Kingdom of God is counter-cultural to the kingdoms of this world (Romans 12). ● Exegete Romans 12:1-2 as key transitional verses in the epistle. ● Discuss the topics of submission to government and civil disobedience (Romans 13). ● Explain some of the basic work of the Holy Spirit in the life of the Christian. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> ● Bible, Romans, Chapters 12-14 ● Moo, <i>Romans: The NIV Application Commentary</i>, Romans 12:1-2 through Romans 14:13-23 		4.5 Hours	
Video Resources	<p>View</p> <ul style="list-style-type: none"> ● Video Exegetical Lectures: <ul style="list-style-type: none"> ○ Lecture 6.1 - Romans 12 ○ Lecture 6.2 - Romans 13 Conversation on "Submission to Government, Civil Disobedience, and Capital Punishment" ○ Lecture 6.3 - Romans 14 ● Video Thematic Lecture: <ul style="list-style-type: none"> ○ Lecture 6.4 - God in Us: The Work of the Holy Spirit in the Life of the Believer 		1.5 Hours	
Optional Resources	<p>Reading:</p> <ul style="list-style-type: none"> ● Hiebert, "Presentation and Transformation: An Exposition of Romans 12:1-12" 			

Discussion	<p>Discuss</p> <ul style="list-style-type: none"> ● DQ: Challenges of Christian Living <ul style="list-style-type: none"> ○ Based on the content of Chapters 12-14, what do you consider to be the greatest challenge to Christian living and why? How can the Holy Spirit's presence within Christians help them to meet this challenge and why? 	See Discussion Guidelines	3.0 Hours	
Short Assignment #6: Romans 12:1-2 Research Paper	<p>Complete</p> <ul style="list-style-type: none"> ● Using Moo's commentary and one additional commentary from the Jessup library, explain what Paul means when he instructs us to "offer your bodies as living sacrifices" (12:1) and to "be transformed by the renewing of your minds" (12:2) (425 words). In addition, explain how 12:1-2 functions as a transition between chapters 1-11 and chapters 12-15. In other words, provide specific examples in which these verses link back to chapters 1-11 and point forward to chapters 12-15 (425 words). ● Commentaries should be from the last 30 years (not older than that). ● Be sure to check when the author lived. For example, Matthew Henry is easy to find online because he lived and wrote in the late 1600's. He is NOT a good source for contemporary biblical studies. <ul style="list-style-type: none"> ○ If possible, we suggest you use commentaries recommended at https://www.bestcommentaries.com/romans/. Choose Academic Level: Pastoral in box on right of page. ● Be sure your paper conforms to the Written Work Guidelines of the syllabus and uses proper APA formatting, including title page, in-text citations, and reference list (no abstract required). See Student Resources for APA helps. ● 850 words in length (3-4 pages) 	Sunday after Week 6 class 11:59PM PT	8.0 Hours	

Quiz #5	<p>Complete</p> <ul style="list-style-type: none"> The quiz is designed for you to test your comprehension of the lectures & reading in Moo this week, and to prepare for the Final Exam. It is comprised of 20 multiple choice questions. You will have 25 minutes to complete the quiz. 	Sunday after Week 6 class 11:59PM PT	2.0 Hours	
Extra Credit	<p>Write</p> <ul style="list-style-type: none"> In 1,000 words, present an analysis of Romans 8:31-39. Your work should include citations from at least four sources (and may include Moo). Include a response to the following two questions: How does this passage fit into Paul's unfolding argument in Romans? What does this passage mean for our everyday lives? See the Extra Credit section under the Final Grade Calculation for more detailed instructions. 	Sunday after Week 6 class 11:59PM PT		
		TOTAL HOURS FOR THE WEEK:	19 Hours	

<i>Week 7</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
Topics and Learning Objectives	<p>Romans 15-16</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Construct a thorough overview of the entire Epistle to the Romans; its outline, message, and themes. Discuss the roles of women in the Christian community at Rome, and the possible implications for churches today. Evaluate the importance of Romans within the broader context of Pauline theology. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> Bible, Romans, Chapters 15-16 Moo, <i>Romans: The NIV Application Commentary</i>, Romans 15:1-6 through Romans 16:17-27 The entire book of Romans in the New International Version (see Short Assignment #7 in the Course Moodle Page). 		4.0 Hours	

Video Resources	View <ul style="list-style-type: none"> ● Exegetical Lectures: <ul style="list-style-type: none"> ○ Lecture 7.1 - Romans 15 ○ Lecture 7.2 - Romans 16 ○ Lecture 7.3 - Romans Wrap ● Thematic Lecture: <ul style="list-style-type: none"> ○ Lecture 7.4 - People of the New Covenant 		1.5 Hours	
Discussion	Discuss <ul style="list-style-type: none"> ● DQ #1: Women and the Church <ul style="list-style-type: none"> ○ In Romans 16, Paul greets a surprising number of women by name. This flies in the face of common practice in the ancient world. These women seemed to play key roles—even leadership roles—in the Christian communities in Rome. What has been your experience or understanding of the role of women in the church today? How might Romans 16 reinforce or challenge those views you have been exposed to? ● DQ #2: Final Thoughts on Romans <ul style="list-style-type: none"> ○ This is our final week of discussion together. Let's review the entire book of Romans together. What have been moments of insight for you? What remains unclear to you? What verses or ideas have we considered that you would like to study further? 	See Discussion Guidelines	6.0 Hours	

Short Assignment #7: Romans 1-16 Response Notes	<p>Complete</p> <ul style="list-style-type: none"> ● This week, read Romans 1-16 in the <i>New International Version</i>. (If you do not have a print version, there is a link to Bible Gateway in the Weekly Reading page.) ● Take at least 600 words (double-spaced, 2-3 pages) of "Response" notes as you read. <ul style="list-style-type: none"> ○ Note difficult passages, questions you have, any moments of clarity that arise, and your overall sense of the epistle when you're finished. ○ List your notes using bullet points, APA formatting not required. ● Assessment will be based on the perceived depth of your analysis and care in your reading. 	Sunday after Week 7 class 11:59PM PT	2.5 Hours	
Final Exam	<p>Complete</p> <ul style="list-style-type: none"> ● This exam is a 1 hour and 40-minute timed examination, comprising true/false and multiple choice questions (100 in total) designed to assess your level of comprehension. ● The exam will test both your raw knowledge (information) related to Romans as well as your capacity to think through and connect its various elements. ● The exam will be “open book” but since it is timed, you will need to be strongly familiar with the Book of Romans and the goals for each week. ● The material covered will come from the online lectures and the biblical text itself. ● Take this exam at your convenience during Week 7, but know that you can only have one shot at it. You cannot do part of the exam, leave, and come back to it. It must be done by Sunday midnight. 	Sunday after Week 7 class 11:59PM PT	5.0 Hours	

Course Evaluation	<p>Evaluate</p> <ul style="list-style-type: none"> ● Please follow the prompts when you log in to Moodle to fill out the anonymous Course Evaluation survey. ● NOTE: The results of these surveys are compiled into one summary report that goes to the Department Chair after the final grades are turned in. They are completely anonymous, so feel free to be honest. Jessup Online uses the reports to guide our decision-making for future courses. ● After you have completed the survey, please follow the directions in the Course Evaluation Assignment to let your instructor know that you have completed this course requirement. 	<p>Sunday after Week 7 class 11:59PM PT</p>		
		<p>TOTAL HOURS FOR THE WEEK:</p>	<p>18 Hours</p>	