



Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number : WYB2756HF
Course Name: Romans. The Letter That Changed the World
Campus: St. George

Instructor Information

Instructor: Ann Jervis TA: Rachel Krohn
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Office Hours: by appointment

Course Prerequisites or Requisites

N/A

Course Description

The course will work through Romans consecutively, doing a close reading of the Biblical text and engaging with interpretations of Romans.

Course Methodology

Lectures, tutorials, readings, in-class presentations, paper

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
• will have examined and appraised a variety of	Tutorial leadership and weekly readings	MTS: 1.1, 2.3 MDiv: 1.1, 2.2

scholarly interpretations of Romans		
• will have examined and interpreted the entire text of Romans	Weekly readings	MTS: 1.1 MDiv: 1.1
• will have constructed an interpretation of a major theme in Romans	Mid-term Study	MTS: 1.1, 2.2, 2.3 MDiv: 2.1, 2.2
• will have demonstrated knowledge about the themes and shape of Romans	Final Assignment	MTS: 1.1 MDiv: 1.1

Course Resources

Required Course Texts [Available at University of Toronto Bookstore]

M. J. Gorman, *Reading Paul*. Eugene, Oregon: Cascade Books, 2008.

J. L. Sumney, Ed., *Reading Paul's Letter to the Romans*. Atlanta, GA: Society of Biblical Literature, 2012.

A Commentary of your choice from the list on p. 5 of the syllabus.

Class Schedule

Week 1 (Jan 10) Introduction.

Week 2 (Jan. 17) *Romans* 1:1–17. *Readings:* Rom. 1:1–17; Commentary of your choice on Rom. 1:1–17; Gorman, Chs. 1 and 2. Sumney, pp. 1-46.

Week 3 (Jan. 24) *Romans* 1:18–2:29. *Readings:* Rom. 1:18–2:29; Commentary on Rom. 1:18-2:29; Gorman, Ch. 3; Sumney, pp. 47-64.

Week 4 (Jan. 31) *Romans* 3:1–31. *Readings:* Rom. 3:1–31; Commentary on Rom 3:1–31; Gorman, Ch. 4; Sumney, pp. 79-92.

Week 5 (Feb. 7) *Romans* 4:1-25. *Readings:* Rom. 4:1–25; Commentary on Rom 4:1–25; Gorman Ch. 5; Sumney, pp. 65-78.

Mid-Term Study Due at Beginning of Class.

Week 6 (Feb. 14) *Romans* 5:1–21. Lecture by Rachel Krohn). *Readings:* Rom. 5:1–21; Commentary on Rom. 5:1–25; Gorman, Ch. 6; Sumney, pp. 139-156.

Week 7 (Feb. 21) Reading Week.

Week 8 (Feb. 28) *Romans* 6:1–23. *Readings:* Rom. 6:1–23; Commentary on Rom. 6:1–23; Gorman, Ch. 7; J. P. Sampley, *Walking Between the Times*. Pp. 7-33. (On reserve at Graham Library)

Week 9 (March 7) *Romans* 7:1–25. *Readings:* Rom. 7:1–25; Commentary on Rom. 7:1–25; Gorman, Ch. 8; Sumney, pp. 93-107.

Week 10 (March 14) *Romans* 8:1–39. *Readings:* Rom. 8:1–39; Commentary on Rom. 8:1–Gorman, Ch. 9; Sumney, pp. 125-137.

Week 11 (March 21) Romans 9:1–11:36. *Readings:* Romans 9:1–11:36; Commentary on Rom. 9:1–11:36; Gorman, Ch. 10; Sumney, pp. 157-186.

Week 12 (March 28) Romans 12:1–15:7 *Readings:* Romans 12:1–15:7; Commentary on Rom. 12:1–15:7; Gorman, Ch. 11; Sumney, pp. 187-202. .

Week 13 (April 4) Romans 15:8–16:27. *Readings:* Romans 15:8–16:27; Commentary on Rom 15:8–16:27; Gorman, Chs. 12 and 13; Sumney, pp. 109-124.

Week 14 (WEDNESDAY April 10) Final Assignment Due By 5 PM.

Evaluation

Requirements

1. Attendance at class and active participation in tutorials (10%). It is expected that students will attend every class and tutorial. If there is an urgent reason why you cannot be in attendance, you must contact the professor (preferably ahead of time) to explain.

Each week students are required to read:

- i) the selected passage of Romans;
- ii) a commentary of their choice (from the list which follows) on that passage;
- iii) the assigned readings from Gorman;
- iv) and the assigned reading from Sumney.

(*in that order*).

2. Leadership in Tutorials

Students will take leadership in two separate tutorials. There are two different foci for each of the tutorial leaderships.

1. Designated students will be responsible for saying what they found puzzling about the Romans passage when first read, and then how (or if) their chosen commentary addressed the issue(s). When discussing the commentary it is important for students to identify what questions it asked about the passage that they themselves had either not thought of, or that they found insignificant. It is also important to note how their commentary opened up new avenues of thought.

That is, leaders should:

- i) identify what puzzled them when they first read the assigned passage from Romans;
- ii) describe whether or not their chosen commentary addressed this puzzle;
- iii) identify what the commentary focused on which they had not thought of, or had found unimportant; and where it provided new insights.

This presentation will take *no longer* than fifteen minutes, leaving *five minutes for tutorial discussion*. The leader is required to have prepared directive questions to help the class engage in discussion. NOTE: The grade depends on *both* the review *and* discussion leadership

Worth 15%

2. At the same tutorial another designated student will be responsible for reviewing (summarizing and critiquing) the assigned reading from Sumney.

An excellent review will state the main points and big ideas in the reading(s) and offer, on the basis of your own knowledge of Paul and/or Romans, an appreciation or critique.

This presentation will take *no longer* than fifteen minutes, leaving *five minutes for tutorial discussion*. The leader is required to have prepared directive questions to help the class engage in discussion. NOTE: The grade depends on *both* the review *and* discussion leadership.

Worth 15%

The remaining tutorial time will be a discussion of the reading from Gorman, led by the professor. All students are expected to have done all the readings and to participate in discussion.

3. Mid-Term Study: A 5 page study on the ‘righteousness of God’. DUE Feb. 14 at beginning of class. Worth 30%.

Read: [These books are on reserve at Graham Library, or are in reference there]

N. T. Wright, *What Saint Paul Really Said. Was Paul of Tarsus the Real Founder of Christianity?* Grand Rapids: Eerdmans, 1997, pp. 95–111.

Theological Dictionary of the New Testament, Vol II, **δικαιοσύνη** pp. 192–8, 202–10. NOTE: Use the 1964 not the 1985 edition.

“Righteousness, Righteousness of God,” in *Dictionary of Paul and His Letters*. Ed. G. F. Hawthorne and R. P. Martin. Downers Grove, Ill: InterVarsity Press, 1993, pp. 827–37.

Instructions:

The paper must include the following sections:

(As you can see, there is a value attached to each section. Be sure that the amount of space and effort you devote to each section reflects the value assigned).

1. Describe the various meanings of ‘righteousness of God’ (40%). Put this in your own words. Synthesize *in your own language* what you have learned from the assigned reading.
2. Study Rom 1:16-17, along with your commentary and Johnson, and any other relevant secondary sources of your choice (approximately 3-5). Present your understanding of what Paul is saying in these verses about the righteousness of God. (50%).

3. Ideas for preaching, teaching or further study (10%).

Please Note:

- a) Your grammar and style will be taken into account in the grading. Be sure that you submit the final result of your work, and not a draft.
- b) Plagiarism is a serious offence. The minimum penalty for a plagiarized paper is the grade of zero. If you borrow ideas, distinctive phrases or whole sentences from print or internet sources, you must acknowledge your sources.
- c) You must reference other scholarship properly. If you are unsure of how to do so, please consult K. L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations* (Chicago: University of Chicago Press, 2007). Available at Crux Bookstore.

4. Final assignment: DUE: WEDNESDAY April 10 by 5 p.m. Worth 30%.

This assignment may be in the form of an academic paper, which is either exegetical or thematic; a Bible study series; a sermon and the back-up exegetical work with bibliography; or some other project you suggest to the professor. Please consult the professor before beginning your final assignment.

Commentaries: (Buy a commentary of your choice from the following list)

Achtemeier, P. *Romans*. Interpretation. Atlanta: John Knox, 1985.

Barrett, C. K., *The Epistle to the Romans*. Rev. ed. Black's New Testament Commentary. Peabody, MA: Hendrickson, 1991.

Barth, K. *The Epistle to the Romans*. Translated from the 6th ed. London: Oxford University Press, 1933.

Cranfield, C. E. B. *The Epistle to the Romans*. ICC. 2 Vols. Edinburgh: T & T Clark, 1975, repr. 1985.

Dunn, J. D. G. *Romans* 2 Vols. Dallas, TX: Word Books, 1988.

Fitzmyer, Joseph A. *Romans A. New Translation with Introduction and Commentary*. New York: Doubleday, 1993.

Jewett, R. *Romans*. Minneapolis: Fortress Press, 2007.

Keck, L. E., *Romans*. Nashville: Abingdon, 2005.

Matera, F. *Romans*. Grand Rapids, MI: BakerAcademic, 2010.

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment Extensions

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological

writing” published by the Graham Library of Trinity and Wycliffe Colleges
(http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Turnitin.com. Students may be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.