

## B462 Romans

3 credits. Prerequisites: B115 Intro to the New Testament; B119 Bible Study

 Mississauga Campus  Livestream  Video on Demand

September 8 – 12  
Module A  
Monday-Friday, 10am-5pm ET (8am-3pm SK)

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*And hope does not put us to shame, because God's love has been poured out into our hearts through the Holy Spirit, who has been given to us. (Romans 5:5 NIV)*

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*Please note: This course includes reading and an assignment before the module.*

### Course Goals

#### Course Description

A study of Paul's letter to the church in Rome that engages its language, background, and key themes. While focusing on the book of Romans, students will learn how to interpret the New Testament letter genre and discuss how the book of Romans speaks to the way we think, live, and minister today.

#### Relationship to Horizon and MCS's Missions

Paul's letter to the Romans offers profound theological insight and practical guidance for life and ministry, making it highly relevant for future church leaders. This course explores key themes (e.g. salvation, justification, unity in Christ, living out the gospel) while training students in essential interpretation skills, including exegesis and theological analysis. Through close engagement with the text, students will deepen their understanding of Scripture, reflect on their spiritual formation, and gain clarity on how the gospel addresses real-world issues like sin, grace, reconciliation, and discipleship. These insights will equip them to minister with depth, compassion, and Spirit-led wisdom in their churches and communities.

#### Core Competencies and Learning Outcomes



To demonstrate competency in *Biblical and Theological Literacy* students will:

1. Interpret Romans in light of its literary and socio-historical contexts, and distinct theological perspective with the assistance of relevant secondary literature.  
Assessment: *Introductory Exegetical Essay*
2. Describe the key interpretive issues that are critical for understanding Romans.  
Assessment: *Book Chapter Review*
3. Identify and explain key emphases and their significance within Romans.  
Assessments: *Book Chapter Review* and *Reflective Review*



To demonstrate competency in both *Biblical and Theological Literacy* and *Ministry Development* students will:

4. Explain how the theological witness of Romans speaks to the way we think, live, and minister today.  
Assessment: *Reflective Review* and *Biblical Application*

## Course Work

### Required Reading

Keener, Craig. S. *Romans: A New Covenant Commentary*. Eugene, OR: Cascade, 2009.  
DTL: <https://thedtl.on.worldcat.org/oclc/1088330216>.

\*\*While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

### Course Assignments and Activities

#### PRE-MODULE ASSIGNMENTS

#### 1. *Reading: Paul's Letter to the Romans* (NIV or NRSV)

- Related learning outcome(s): 1-4
- Assignment length: 1 hour.
- Due date: **September 7, 2025**

#### 2. *Book Chapter Review (10%)*

This assignment is designed to help you carefully read and engage with the introductory chapter (p. 1–17) of the course's required reading, Keener's *Romans*. The introduction lays the foundation for Keener's theological and pastoral approach to Paul's letter to the Romans. Your task is to *summarize* and *reflect* on this opening chapter. Follow the structure below:

##### (a) Summary of the Chapter (300 words)

- In your own words, summarize the main ideas presented in the introduction:
  - What are the key themes and goals of the chapter?
  - How does Keener frame Paul's letter to the Romans?
  - What historical, cultural, or theological background does Keener emphasize?
  - What are the intended contributions or distinctives of his commentary?

##### (b) Personal Reflection (200 words)

- What did you find most enlightening or challenging in the chapter?
- How might this introduction shape your approach to reading and Romans?
- Any questions you would like to explore further as the course continues?

Related learning outcome: 2 and 3.

Assignment length: **500 words** (about 2 pages)

Due date: **September 7, 2025**

## POST-MODULE ASSIGNMENTS

### 3. *Reflective Review (30%)*

You have already written a review of the first chapter of Keener’s book in preparation for class. Now, your task is to engage with the remainder of his commentary. Keener invites readers to enter the rich world of Paul’s message with fresh eyes and a heart open to transformation. In this assignment, you are asked to interact with Keener’s insights not only theologically, but also personally and spiritually. This is not simply a book report—it is an opportunity to reflect on how Paul’s message in Romans, as illuminated by Keener, speaks to your spiritual journey, deepens your understanding of the gospel, and shapes your relationship with Jesus. *Note that you are required to cite specific pages from Keener’s commentary throughout your reflection.*

As you write your review, let these goals guide you:

- Demonstrate understanding of the major themes of Keener’s commentary.
- Reflect personally on how the commentary enhances your understanding of Romans.
- Articulate how Keener’s work has challenged, encouraged, or deepened your walk with Christ.

Assignment Structure: You are free to write in your own voice, but your paper should contain the following sections:

#### 1. *Introduction (250 words)*

- State your purpose: to reflect on how this commentary informs and impacts your own journey with Christ.
- Include a thesis sentence summarizing your main reflection.

#### 2. *Summary of the Book (400 words)*

- Describe the book’s main structure, focus, and key theological themes.
- Highlight at least three insights that stood out to you.
- Don’t retell everything. Focus on clarity, conciseness, and accuracy.

#### 3. *Reflection and Engagement (600 words)*

- How did Keener’s interpretation of Romans deepen your understanding of Paul’s letter?
- Which parts of the book spoke most deeply to your personal walk with Jesus? Why?
- Were there any moments that encouraged spiritual growth?
- How might these insights shape the way you live, pray, worship, or minister?

#### 4. *Conclusion (250 words)*

- Summarize how the commentary has contributed to both your theological knowledge and spiritual life.
- Offer a final thought about how studying Romans with Keener’s help has shaped your view of God’s grace, covenant, or the church.

#### Suggestions for this assignment:

- Read the commentary devotionally and thoughtfully. Take notes as you go.
- Don’t be afraid to wrestle with ideas. Keener’s work is pastoral and academic.
- Be honest in your reflections. This is not about having the “right” answer.
- Think of the assignment as an act of worship and discipleship, not just homework.

Related learning outcome: 3 and 4.

Assignment length: **1500 words** (6 pages).

Due date: **September 23, 2025**

#### 4. *Introductory Exegetical Essay (40%)*

The *Introductory Exegetical Essay* is a foundational assignment designed to help students engage directly with the biblical text of Romans in a structured and thoughtful way. By focusing on careful observation of the text, contextual analysis, and theological reflection, this brief essay engages essential skills that will support your continued growth in biblical and theological studies. It trains you to read Scripture closely, ask meaningful questions, and begin forming interpretations rooted in the text itself. This exercise is not only a stepping stone for future deeper exegetical and theological work, but also a vital part of developing the discipline, attentiveness, and humility necessary for a life of faithful study and ministry.

\* See a step-by-step instruction of each task of the *Introductory Exegetical Essay*, on Populi.

**\*\*\*Important\*\*\***

Draw on research from at least 8 [scholarly sources](#)

- Dictionary definitions do not count as sources.
- You are welcome to use your textbooks as sources.
- Your 8 sources should include at least two journals
- There are a number of excellent databases available on the Digital Theological Library (DTL) for searching the contents of many journals at one time. Contact the MCS Librarian, Nataliia, at [library@mcs.edu](mailto:library@mcs.edu), or the Horizon Librarian, Richelle, at [library@horizon.edu](mailto:library@horizon.edu) for any assistance you may need regarding the DTL.

Related learning outcome: 1

Assignment length: **2500 words** (8-9 pages).

Due date: **October 3, 2025**

#### 5. *Biblical Application (choose option A or B)*

##### A. *Biblical Cultural Interaction (20%)*

This assignment invites you to engage the insights of your *Introductory Exegetical Essay* with a selected cultural artifact or artistic expression. Your task is to explore how the outcome of your exegesis in Romans finds resonance, contrast, or creative dialogue within a piece of visual art, poetry, music, drama, architecture, photography, movie or multimedia.

This assignment is relevant for four main reasons as it helps you:

- To demonstrate deep theological *understanding* through exegesis.
- To foster critical *engagement* between biblical texts and cultural/artistic expressions.
- To cultivate theological imagination and creative *communication* skills.
- To reflect on the *implications* of Scripture in a real-world cultural context.

Assignment Instructions: After selecting a cultural artifact that you believe interacts meaningfully with the theological outcome of your exegesis, you should write a reflective interaction essay (1,000 words) that includes:

1. A summary of your exegesis (focusing especially on the theological outcome).
2. A description and contextual background of the selected cultural artifact.
3. A comparative analysis showing:

- 3.1. How the artwork reflects, contradicts, reinterprets, or echoes the theological themes of your passage?
- 3.2. What theological insight the cultural expression provokes or deepens?
4. A concluding reflection on how this cultural interaction helps you (and potentially others) see the biblical text in a new light, and how it might inform Christian living today.

Suggestions of cultural artifacts to interact with the results of your exegesis:

- A painting or sculpture
- A poem, short story, or narrative excerpt
- A song or musical composition (lyrics and/or sound)
- A scene or monologue from a play or film
- A building, cathedral, or urban space (architectural analysis)
- A photographic or video essay
- A digital or multimedia artwork

Related learning outcome: 4

Assignment length: **1,000 words** (about 4 pages)

Due date: **October 10, 2025**

### ***B. Sermon Outline: Bridging Exegesis and Ministry (20%)***

This assignment invites you to develop a sermon or teaching outline that builds directly on the insights from your *Introductory Exegetical Essay*. The goal is to demonstrate how biblical exegesis informs faithful and relevant proclamation of God’s Word in the real-life ministry.

You will take the pericope you analyzed exegetically and craft a sermon outline that reflects both the theological depth of your study and the cultural and pastoral realities of the ministry you are involved in at your local church. This assignment is designed to help you move from text to sermon—from understanding the biblical meaning in its original context to applying it meaningfully in the life of the church today.

#### Assignment Instructions:

1. Review Your Introductory Exegetical Essay
  - Reread your work and highlight its key insights about the pericope
  - Identify what theological truth(s) emerged clearly from your study of the text.
2. Define Your Ministry Context
  - Briefly describe the setting where you’ll imagine delivering this sermon (e.g., youth group, Sunday worship, small group, outreach ministry).
  - Consider the needs, struggles, and spiritual maturity of your audience.
3. Determine the Purpose of Your Sermon
  - What is the main goal? (To encourage? Correct? Challenge? Inspire? Teach?)
  - How does the message of your pericope speak into the lives of your audience?
4. Write a Clear Homiletical Big Idea
  - Translate your exegetical thesis into a clear main point your audience can understand.

- Example: If your exegetical thesis is “God remains faithful to His promises in exile,” your homiletical big idea might be: “Even in seasons of silence, God is still working.”
5. Develop the Sermon Structure
- Use a 3–4 points outline that supports your big idea. Each point should:
    - Flow from your exegesis;
    - Be shaped by theological and pastoral reflection; and
    - Be applicable to your audience’s context.
6. Include Supporting Elements
- For each main point, briefly include:
    - A Scripture reference or insight from the original text.
    - A theological explanation (why it matters).
    - A real-life application (how it impacts life today).
    - Optionally, include a short illustration (story, analogy, or example).
7. Craft the Introduction and Conclusion
- Introduction: Engage your audience with a question, story, or need that the passage addresses.
  - Conclusion: Summarize the message and call for a response (repentance, faith, action).
8. Reflect on the Cultural Bridge
- Write a paragraph explaining how your sermon connects Romans to contemporary life.
  - Highlight any cultural or pastoral concerns you addressed through application.

Related learning outcome: 4

Assignment length: **1,000 words** (about 4 pages)

Due date: **October 10, 2025**

**\*\*\*Important observations for assignments\*\*\***

- Follow the Horizon & MCS Format Guide.
- Record the **word count** for your assignment after your conclusion.

**Video-on-Demand (VOD) Student Requirements**

According to the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *some different* assignment due dates as in-class students.
  - *Reading: Paul’s Letter to the Romans* due September 7
  - *Keener’s Book Chapter Review* due September 7
  - *Reflective Review on Kenner’s Book* due October 1
  - *Introductory Exegetical Essay* due October 10
  - *Biblical Application* due October 15

- VOD students are required to watch and engage with all lecture content and in-class activities from the classes. Students will watch the lectures and complete the assignments according to the following schedule:
  - Day 1 Lectures and Report due September 15
  - Day 2 Lectures and Report due September 15
  - Day 3 Lectures and Report due September 18
  - Day 4 Lectures and Report due September 22
  - Day 5 Lectures and Report due September 24
- For each module day, according to the schedule indicated above, VOD students will submit a report on Padlet (2-3 minutes) that 1) affirms you have watched the required recording for the last six hours of class time, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explain at least one question you had after watching the class recording
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

### Estimate of Time Investment (individual time investments may vary)

ACTIVITY	TIME	DUE DATE	WEIGHTING
Classroom lectures	30 hrs		
1. Reading: Paul's Letter to the Romans	1 hr	Sept 7	N/A
2. Keener's Book Chapter Review	6 hrs	Sept 7	10%
3. Reflective Review on Kenner's Book	20 hrs	Sept 23	30%
4. Introductory Exegetical Essay	28 hrs	Oct 3	40%
5. Biblical Application	8 hrs	Oct 10	20%
Total =	93 hrs		

All assignments are due at 11:59pm [ET time], unless otherwise indicated.

### Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

### Course Outline

DATE	TIME	CONTENT	RELEVANT READINGS
Sept 8	10:00am–11:30am (8am–9:30am SK)	Introduction <i>Syllabus discussion</i>	Keener, <i>Introduction</i> Kruse, <i>Introduction</i>
	11:45am – 1:00pm (9:45am–11am SK)	Who is Paul? <i>Life and Work of the Apostle</i>	Keener, <i>Introduction</i> Porter, <i>Paul as Jew, Greek, and Roman</i> Murphy-O'Connor, <i>In Tarsus</i>
	2:00pm – 3:30pm (12pm–1:30pm SK)	What is Rome? <i>Socio-Historical Context</i>	Keener, <i>Introduction</i> Thielman, <i>Rome in the 1<sup>st</sup> Century</i>
	3:45pm – 5:00pm (1:45pm–3pm SK)	Why the Letter of Rome? <i>Relevance, Purpose, Theology</i>	Keener, <i>Introduction</i> Thielman, <i>Theology of Romans</i> Achtmeier, <i>Introduction</i>

Sept 9	10:00am–11:30am (8am–9:30am SK)	Romans 1 <i>Universal Sin and God's Judgment</i>	Keener, <i>Romans 1</i> Moo, <i>The Letter Opening</i>
	11:45am – 1:00pm (9:45am–11am SK)	Romans 2 <i>God's Righteous Judgment and True Circumcision</i>	Keener, <i>Romans 2</i> Schreiner, <i>The Unrighteousness</i>
	2:00pm – 3:30pm (12pm–1:30pm SK)	Romans 3 <i>God Provides Righteousness Through Faith</i>	Keener, <i>Romans 3</i> Moo, <i>By Faith Alone</i>
	3:45pm – 5:00pm (1:45pm–3pm SK)	Romans 4 <i>Abraham's Faith or Work?</i>	Keener, <i>Romans 4</i> Bruce (2014), <i>The Faith of Abraham</i>
Sept 10	10:00am–11:30am (8am–9:30am SK)	Romans 5 <i>Peace with God</i>	Keener, <i>Romans 5</i> Moo, <i>The Hope of Glory</i>
	12:15am – 1:30pm (10:15am–11:30am SK)	*Chapel*	
	1:30am – 3:15pm (11:30am–1:15am SK)	Romans 6 <i>Freedom from Sin's Dominion</i>	Keener, <i>Romans 6</i> Thielman, <i>Romans 6</i>
	3:30pm – 5:00pm (1:30pm–3pm SK)	Romans 7 <i>The Struggle with Sin and the Law</i>	Keener, <i>Romans 7</i> Moo, <i>The Reign of Sin</i>
Sept 11	10:00am–11:30am (8am–9:30am SK)	Romans 8 <i>Life in the Spirit and Assurance for Believers</i>	Keener, <i>Romans 8</i> Johnson, <i>Life in the Spirit</i>
	11:45am – 1:00pm (9:45am–11am SK)	Romans 9 <i>God's Sovereign Choice</i>	Keener, <i>Romans 9</i> Moo, <i>The Judgement of God</i>
	2:00pm – 3:30pm (12pm–1:30pm SK)	Romans 10 <i>Salvation for All Who Call</i>	Keener, <i>Romans 10</i> Kruse, 3. <i>Jewish Responsibility</i>
	3:45pm – 5:00pm (1:45pm–3pm SK)	Romans 11 and 12 <i>God's Restoration</i>	Keener, <i>Romans 11 and 12</i>
Sept 10	10:00am–11:30am (8am–9:30am SK)	Romans 13 <i>Submission to Authorities and the Law of Love</i>	Keener, <i>Romans 13</i> Moo, <i>The Christian and Secular Rulers</i>
	11:45am – 1:00pm (9:45am–11am SK)	Romans 14 <i>Welcoming the Weak</i>	Keener, <i>Romans 14</i> Moo, <i>A Plea for Unity</i>
	2:00pm – 3:30pm (12pm–1:30pm SK)	Romans 15 <i>Unity in Christ and Paul's Vision</i>	Keener, <i>Romans 15</i> Johnson, <i>Christian Community</i>
	3:45pm – 5:00pm (1:45pm–3pm SK)	Romans 16 <i>Personal Greetings and Final Warnings</i>	Keener, <i>Romans 16</i> Kruse, <i>Conclusion</i>

- Revision week is **October 20-24, 2025**. Your instructor may also request revisions before revision week.
- No assignments will be accepted after **October 24, 2025**.

## **Academic Policies**

### **General Assignment Guidelines**

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

### **Extensions**

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

### **Late Assignments**

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

### **Assignment Completion**

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

### **Assignment Revisions**

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### **Horizon and MCS's College Assessment of Student Work**

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that

assignment. Assignments that do not meet competency will receive a 0. A final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was <b>beginning to meet</b> one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made <b>insufficient progress</b> toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### **Artificial Intelligence (AI) Usage**

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

### **Accessible Learning Services Information**

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at [wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto:rbekkattla@horizon.edu)). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

### **Class Attendance (On Campus or Livestreaming)**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Livestreaming Etiquette**

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

### **Use of Technology**

Horizon and MCS encourage the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

## Bibliography

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