



Bible 216 - Course Syllabus

Course Title: *Romans (3 Credits)*

Course Description: This course is an in-depth expositional study of the biblical and theological content and literary structure of the Book of Romans. The course will discuss the argument of the Book of Romanas well as its theological significance, theological themes, and theological implications. The course will also give some focus on the contemporary relevance of Romans for the 21st century world and practical application for life and ministry. The course is structured around exegetical lectures of the biblical text supplemented by theological lectures on themes in Romans such as justification, God’s sovereignty, and biblical covenants.

Prerequisites: Bible 101 (required for Anchor Bible College “for-degree” students)

Instructors:

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Course Materials:

- Bible (unless otherwise specified, you may use the translation of your choice)
 - Lecture notes and quiz blanks will use the ESV translation.
- *Encountering the Book of Romans: A Theological Survey* 2nd edition, Douglas Moo, ISBN: 978-0801049668.
- Any Reading and Videos as assigned in Canvas.
- Anchor Logos Package.

Class Time: Class will meet once weekly on Thursdays from 4pm-7pm from 08/28/25 – 12/11/2025. Class will take place in Room 105 at Hope Community Church, located at 2100 Ellsworth Rd. Ypsilanti, MI, 48197.

Assignments:

Reading Report – Read the passages in Romans covered each week, as well as the assigned portions of the course textbooks, and any collateral reading or lecture videos assigned given in class or assigned in Canvas (these materials will supplement what is covered in class or cover topics not covered in class). A reading/video report will be submitted in Canvas on the Friday after last day of class, **Dec 12**. Students are to use the Template provided below in this syllabus (pages 25–27) to report and record their reading and video watching by indicating the percent of reading/watching completed (along with reflections, which are due weekly according to the class schedule). NOTE: The template will also be posted separately in Canvas.

Quizzes – There will be 11 quizzes over the course of the semester. These quizzes will generally take place at the beginning of class time each week and will cover the previous week’s study materials. The quiz format will include multiple-choice, fill-in-the-blank, and short-answer-style questions. The purpose of these quizzes is to provide the students with regular graded feedback on their understanding of the course material and to prepare them for the exams. The quizzes also ensure a student’s regular and on-time attendance for the scheduled lecture time. The lowest quiz score for each student will be dropped.

Assignments – There will be 13 assignments throughout this course. The assignments are designed to help reinforce the study material and provide a graded structure for study and personal reflection on the material in this course. Some assignments will provide a foundation for using this material in ministry, while others provide an opportunity for the student to go beyond the scope of just the material in Romans to see how to answer these questions from a biblically sound perspective. Every assignment will allow for personal reflection and application to bridge the gap between academic study and Christian life and ministry. Completed assignments will be submitted in .docx format through Canvas. **Assignment are as follows:**

Assignment 1 (due Sep 2): Background Chart of Romans (the chart and any necessary materials beside the textbook is available in Canvas). See the grading rubric on page 12 of this syllabus and on the assignment page in Canvas.

Assignment 2 (due Sep 11): 750-word exegetical study of Romans 1:16–17, explaining how these verses function as the thesis of the epistle. Address Paul’s use of “righteousness,” “faith,” and “salvation,” and explain how these terms contribute to the gospel message in evangelical theology. See the grading rubric on page 13 of this syllabus and on the assignment page in Canvas.

Assignment 3 (due Sep 18): Prepare a 10-minute presentation explaining Paul’s argument for universal guilt. Include a comparison of Gentile accountability (1:18–32) and Jewish responsibility (2:1–3:8) and explain the pastoral implications for evangelism in a pluralistic culture. Submit a presentation outline and a video link in Canvas. Note that all or portions of your assignment may be shared with the rest of the class. See the grading rubric on page 14 of this syllabus and on the assignment page in Canvas.

Assignment 4 (due Sep 25): Write a 1,000-word theological reflection comparing Abraham’s justification in Romans 4 with the doctrine of justification as taught in Galatians 3 and James 2.

Defend the harmony of these passages. See the grading rubric on page 15 of this syllabus and on the assignment page in Canvas.

Assignment 5 (due Oct 2): Construct a chart of your own design comparing the two representative heads, Adam and Christ, in Romans 5:12–21. Then write a 500-word explanation on how union with Christ forms the foundation for Christian assurance and how this doctrine fits within the framework of progressive revelation. Include both the chart and the explanation in one document. Both must be submitted to get credit for this assignment. See the grading rubric on page 16 of this syllabus and on the assignment page in Canvas.

Assignment 6 (due Oct 9): Write a 1,000-word pastoral essay explaining how Romans 6 should shape a believer’s view of sanctification in the present age. Address the role of union with Christ, the meaning of being “not under Law but under grace,” and how this distinguishes the Church from Israel. See the grading rubric on page 17 of this syllabus and on the assignment page in Canvas.

Assignment 7 (due Oct 23): Compose a 750-word exegetical paper answering the question: “Is Paul describing a regenerate or unregenerate person in Romans 7:14–25?” Support your conclusion with grammatical and theological arguments. See the grading rubric on page 18 of this syllabus and on the assignment page in Canvas.

Assignment 8 (due Oct 30): Prepare a 1,000-word doctrinal summary of the work of the Holy Spirit in Romans 8. Explain how the Spirit relates to assurance, adoption, and glorification. Explain whether or not you understand these themes as supporting a distinction between Israel and the Church. See the grading rubric on page 19 of this syllabus and on the assignment page in Canvas.

Assignment 9 (due Nov 6): Write a 1,000-word theological paper defending your view of Romans 9 in relation to God’s sovereign election of national Israel. Use scriptural and theological arguments to explain your views on supersessionism. See the grading rubric on page 20 of this syllabus and on the assignment page in Canvas.

Assignment 10 (due Nov 13): Prepare a 500-word homiletical outline of a sermon on Romans 10:5–17 emphasizing the necessity of preaching for salvation. Include applications related to Israel’s present status and the Church’s missionary responsibility. See the grading rubric on page 21 of this syllabus and on the assignment page in Canvas.

Assignment 11 (due Nov 20): Write a 1,000-word exegetical essay on Romans 11:25–27. Defend your view on whether or not “all Israel” refers to national, ethnic Israel and whether or how this supports a future literal fulfillment of Old Testament promises. Include in your research (and citations) at least one source that espouses a view different from your own. See the grading rubric on page 22 of this syllabus and on the assignment page in Canvas.

Assignment 12 (due Dec 4): Create a ministry plan or church discipleship guide (2–3 pages) based on the ethical teaching in Romans 12:1–21. Explain how these commands apply in a pluralistic society and how they foster unity in a multi-ethnic body. See the grading rubric on page 23 of this syllabus and on the assignment page in Canvas.

Assignment 13 (due Dec 11): Compose a 750-word reflection paper on Paul’s vision for gospel ministry based on Romans 15:14–33. How does Paul’s missionary ambition inform local and global missions today? Address the role of personal partnerships, gospel clarity, and church planting. See the grading rubric on page 24 of this syllabus and on the assignment page in Canvas.

Midterm Exam – The midterm exam will take place on **10/16/25** during the first part of class time. The exam will cover all lecture and study material content up to that point. The purpose of the exam is to encourage each student to review the material studied so far and to ensure that each student retains the information learned throughout the course of the semester. The exam will be structured in the same format as the quizzes.

Final Exam – The final exam will take place on **12/11/25**. The exam will be cumulative but with a much heavier emphasis on material covered after the midterm. The purpose of the exam is to encourage each student to review the entire course material and to ensure that each student retains the information learned throughout the course of the semester. The exam will be structured in the same format as the midterm and the quizzes.

Canvas: Canvas is an online course management system for college courses. It will be used in this course for online submission of assignments and for posting grades, announcements, and access to relevant course documents. Further details on how to set up a Canvas account and access this course can be found in the appendix to this document.

Assessment: Assignments will have the following grade weights:

Assignment	Grade Weight	Notes
Reading Report	10%	Read the assigned portions of the course textbooks and any collateral reading or lecture videos assigned. Submit a reading/video report on the Friday after last day of class, Dec 12 using the template provided below in this syllabus (pages 22–23).
Quizzes	15%	11 quizzes according to the course schedule. Lowest quiz dropped
Assignments	35%	13 homework assignments all equally weighted
Midterm Exam	20%	On 10/16/25
Final Exam	20%	On 12/11/25

We will use the following thresholds to convert raw scores in the course into letter grades:

A+: $\geq 98\%$
A: $\geq 92\%$
A-: $\geq 90\%$
B+: $\geq 88\%$
B: $\geq 82\%$
B-: $\geq 80\%$
C+: $\geq 78\%$
C: $\geq 72\%$
C-: $\geq 70\%$
D+: $\geq 68\%$
D: $\geq 62\%$
D-: $\geq 60\%$
F: $< 60\%$

Depending on the distribution of raw scores at the end of the semester, these thresholds may change; however the final thresholds will be no stricter than the current thresholds. For example, if you receive a raw score of 85% in the course, you will be guaranteed a letter grade of at least B; however, it may happen that you receive a higher letter grade depending on the overall distribution of raw scores.

Class Schedule:

Week	Lecture/Study Topics	Assignments Due Reading for the Week
Week 1 (Aug 28)	Historical, Cultural, and Literary Context for Romans Overview of Romans	No assignments due. See the full instructions for each assignment below on pp. 2–3 of this syllabus and on each assignment’s page in Canvas. Reading: Moo, 3–19 (any PDFs and Videos given in class or assigned in Canvas)
Week 2 (Sept 4)	Romans 1:1–17 – Introduction and Thesis of the Epistle Key Themes: Gospel of God, apostolic calling, righteousness by faith Theological Focus: Paul’s calling and the gospel’s universal scope; thematic statement in 1:16–17 introduces justification by faith as the central motif.	-Quiz 1 -Assignment 1: Background Chart of Romans (see instructions on p. 2 and in Canvas) -Reading Report reflections. Reading: Moo, 21–34 (any PDFs and Videos given in class or assigned in Canvas)
Week 3 (Sept 11)	Romans 1:18–3:20 – The Universal Guilt of Humanity Key Themes: Wrath of God, sinfulness of Gentiles and Jews, accountability before God Theological Focus: The universality of sin; no one is righteous (3:10); all are under sin and without excuse.	-Quiz 2 -Assignment 2: Exegetical Study of Romans 1:16, 17 (see instructions on p. 2 and in Canvas) -Reading Report reflections. Reading: Moo, 37–61 (any PDFs and Videos given in class or assigned in Canvas)
Week 4 (Sept 18)	Romans 3:21–4:25 – Justification by Faith Apart from Works Key Themes: Imputed righteousness, Abraham as model of faith, apart from the Law Theological Focus: God’s righteousness revealed in Christ; justification is by faith, not works or the Mosaic Law.	-Quiz 3 -Assignment 3: Presentation: universal guilt (see instructions on p. 2 and in Canvas) -Reading Report reflections. Reading: Moo, 65–80 (any PDFs and Videos given in class or assigned in Canvas)
Week 5 (Sept 25)	Romans 5:1–21 – The Benefits and Assurance of Justification Key Themes: Peace with God, hope, union with Christ, Adam-Christ typology	-Quiz 4 -Assignment 4: Theological Reflection: Abraham’s Justification (see instructions on p. 2 and in

	<p>Theological Focus: The security and hope of the justified; contrast between the fall in Adam and new life in Christ.</p>	<p>Canvas) -Reading Report reflections.</p> <p>Reading: Moo, 83–92 (any PDFs and Videos given in class or assigned in Canvas)</p>
<p>Week 6 (Oct 2)</p>	<p>Romans 6:1–7:6 – Sanctification and Union with Christ Key Themes: Death to sin, new life, freedom from law Theological Focus: Believers are united with Christ in His death and resurrection; sanctification as a necessary result of justification.</p>	<p>-Quiz 5 -Assignment 5: Chart: Federal Headship and Union with Christ (see instructions on pp. 2–3 and in Canvas) -Reading Report reflections.</p> <p>Reading: Moo, 93–107 (any PDFs and Videos given in class or assigned in Canvas)</p>
<p>Week 7 (Oct 9)</p>	<p>Romans 7:7–25 – The Struggle with Sin and the Role of the Law Key Themes: Conflict between the flesh and the inner man; function of the Law Theological Focus: The Law reveals sin but cannot deliver; the inner conflict demonstrates the need for divine deliverance.</p>	<p>-Quiz 6 -Assignment 6: Pastoral Essay (see instructions on p. 3 and in Canvas) -Reading Report reflections.</p> <p>Reading: Moo, 107–113 (any PDFs and Videos given in class or assigned in Canvas)</p> <p>Prepare for Midterm Exam.</p>
<p>Week 8 (Oct 16)</p>	<p>Midterm Exam</p>	<p>-Midterm Exam</p> <p>Catch up reading.</p>
<p>Week 9 (Oct 23)</p>	<p>Romans 8:1–39 – Life in the Spirit and the Hope of Glory Key Themes: No condemnation, the Spirit’s indwelling, future glory, eternal security/perseverance Theological Focus: The Spirit empowers sanctified living and guarantees the believer’s ultimate glorification.</p>	<p>-Assignment 7: Romans 7 Exegetical paper (see instructions on p. 3 and in Canvas) -Reading Report reflections.</p> <p>Reading: Moo, 115–126 (any PDFs and Videos given in class or assigned in Canvas)</p>
<p>Week 10 (Oct 30)</p>	<p>Romans 9:1–29 – God’s Sovereign Purpose for Israel Key Themes: Election, mercy, God’s covenantal faithfulness Theological Focus: God’s sovereign choice in history and salvation; His faithfulness to His promises to</p>	<p>-Quiz 7 -Assignment 8: Holy Spirit Doctrinal Summary (see instructions on p. 3 and in Canvas) -Reading Report reflections.</p>

	Israel.	Reading: Moo, 129–139 (any PDFs and Videos given in class or assigned in Canvas)
Week 11 (Nov 6)	<p>Romans 9:30–10:21 – Israel’s Rejection and Responsibility Key Themes: Righteousness by faith vs. law, preaching the gospel Theological Focus: Israel’s failure due to unbelief, not divine injustice; the necessity of gospel proclamation.</p>	<p>-Quiz 8 -Assignment 9: Theological Paper on Israel’s Election (see instructions on p. 3 and in Canvas) -Reading Report reflections.</p> <p>Reading: Moo, 141–148 (any PDFs and Videos given in class or assigned in Canvas)</p>
Week 12 (Nov 13)	<p>Romans 11:1–36 – The Future Restoration of Israel Key Themes: Remnant, grafting in of Gentiles, future salvation of national Israel Theological Focus: God’s covenantal plan for Israel remains intact; a future national restoration is assured.</p>	<p>-Quiz 9 -Assignment 10: Homiletical Outline of Romans 10:5–17 (see instructions on p. 3 and in Canvas) -Reading Report reflections.</p> <p>Reading: Moo, 149–158 (any PDFs and Videos given in class or assigned in Canvas)</p>
Week 13 (Nov 20)	<p>Romans 12:1–15:13 – Christian Living and Sacrificial Service Key Themes: Spiritual worship, spiritual gifts, love, submission, unity Theological Focus: Practical outworking of the gospel in community life and relationships; includes instruction for Jews and Gentiles within the Church.</p>	<p>-Quiz 10 -Assignment 11: Exegetical Essay on Romans 11:25–27 (see instructions on p. 3 and in Canvas) -Reading Report reflections.</p> <p>Reading: Moo, 161–188 (any PDFs and Videos given in class or assigned in Canvas)</p>
Week 14 (Nov 27)	No Class (Thanksgiving)	<p>No assignments due. Catch up on reading/video watching. -Reading Report reflections.</p> <p>Reading: (any PDFs and Videos given in class or assigned in Canvas)</p>
Week 15 (Dec 4)	<p>Romans 15:14–16:27 – Concluding Remarks, Travel Plans, and Final Greetings Key Themes: Paul’s missionary ambition, commendations, doxology</p>	<p>-Quiz 11 -Assignment 12: Ministry Plan or Discipleship Guide from Romans 12:1–21 (see instructions on p. 3 and in Canvas)</p>

	<p>Theological Focus: Paul’s apostolic mission, cooperation in ministry, and final exhortations grounded in the gospel.</p>	<p>-Reading Report reflections.</p> <p>Reading: Moo, 191–197 (any PDFs and Videos assigned in Canvas)</p>
<p>Week 16 (Dec 11)</p>	<p>Final Exam</p>	<p>-Final Exam</p> <p>-Assignment 13: Reflection Paper from Romans 15:14–33 (see instructions on p. 3 and in Canvas)</p>

Late Policy:

Assignments are expected to be submitted prior to the due date. If there are extraordinary circumstances outside of the student's control, they may request an extension from the teaching staff.

Additionally, it is often the case that due to any number of other circumstances, a student finds that they are unable to adequately complete a given assignment. In such cases, the student is welcome to submit the assignment after the due date, up to the end of the semester; however, a late penalty will be given for such a late assignment. The standard late penalty is a 20% flat reduction in grade for the given assignment. This late penalty is meant to penalize late submissions and encourage timeliness, while still allowing the student to still finish the given assignment to the best of their ability even if they are unable to complete the assignment for some time due to any extended circumstances.

This late policy is subject to instructor discretion. The 20% late penalty policy is intended to allow for unique or difficult but not extraordinary circumstances. Any student who abuses this policy, per the instructor's discretion, is liable to have this policy revoked and the grade revert to either a zero or that based on any submission prior to the due date.

Appendix: How to Set up Your Canvas Account

This course will use the free version of Canvas. This means that you will be able to set up a Canvas account with your regular email and will be able to access the course on Canvas with a simple course invitation sent to your email. Please perform the following steps to set up your Canvas account:

- Check your email for a course invitation to Canvas.
- Click the “Get Started” button, which should redirect you to a Canvas page.
- Accept the course invitation. Upon accepting, it should redirect you to a page that will allow you to either set up a new Canvas account or link a current Canvas account.
- If you do not already have a free Canvas account, proceed to create a new account. To create a new account, it will set your login to be your email, you simply need to set your password and accurate time zone.

Your new account should be all set. To log in to Canvas in the future, go to the following URL:

<https://canvas.instructure.com/login/canvas>

Use your email and password to log in. Then click on your course.

To use the mobile Canvas app, you’ll want to download the Canvas app. Upon downloading and opening the app for the first time, it will prompt you to “Find my School.” Select this option and put in “Free Canvas Accounts.” Select this option and proceed to log in with your email and password associated with your free Canvas account.

Appendix: How to submit assignments on Canvas

From the course’s Canvas home page, navigate to the assignments tab. Select the specific assignment from the list of assignments. Follow the instructions for the different cases of typed and handwritten submissions.

For typed documents:

- Click “Start Assignment” (“Submit Assignment” in the mobile app)
- Click “Upload File” (“Files” in the mobile app)
- Click “Choose File” (simply select the file in the mobile app)
- Navigate to the proper file and select it
- You may add any number of files by selecting “Add Another File”

For handwritten documents:

You may use a scanner, scanner app, or simply take photos of your work and submit the files by following the same steps outlined for typed documents. The best option may be to use the Canvas mobile app to submit the assignment and use the scanner feature as an option after selecting “Submit Assignment.”

Please note, you may submit as many times as you would like prior to the assignment deadline. The most recent submission will count as your graded submission.

Appendix: Academic Integrity

Students are expected to hold themselves to a Christian standard of ethics in all matters. This includes but is not limited to, refraining from any forms of plagiarism, cheating, sharing, or acquiring any materials that would give a student an unfair advantage, or any dishonest representation of one's work. Below are outlined the consequences for an infringement of academic integrity for a given assignment:

- First offense – A grade of zero is given for the assignment; the professor must notify the Registrar and Dean of Students. A statement goes into the student's file.
- Second offense – A grade of F is assigned for the course; the professor must notify the Registrar and Dean of Students. A statement goes into the student's file. The Dean of Students and/or Registrar will notify faculty of students who incur a second offense in this area.
- Third offense – The professor must notify the Registrar and Dean of Students. A statement goes into the student's file and the student may be suspended or dismissed from this institution.

Appendix: Policy on Use of Generative Language Models For Written Assignments

The use of generative language models, such as ChatGPT, is not strictly prohibited and in some cases is very much encouraged as a research and brainstorming tool. However, all written assignments submitted as your own work should reflect your own personal writing. This prohibits copy and paste use of such tools, however, you may feel free to quote such tools provided that you make clear it is a quotation.

In general, you should treat generative language models as equivalent to speaking to another person. You may gain insight from them and be able to improve your value and productivity, but you should not misrepresent someone else's work as your own. These tools may also be treated somewhat like calculators in a math class. You may use them when appropriate and assignments may even assume their use in some ways, but all submitted work must be your own unless specified otherwise.

Appendix: Grading Rubrics and Reading Video Watching Report (on following pages).

NOTE: These rubrics are also available on each assignment's page in Canvas

Assignment 1: Romans Introduction/Backgrounds Chart (100 Points)

Criteria	Excellent (A)	Good (B)	Fair (C)	Poor (D–F)
Completion of Chart	All six issues are fully addressed with accurate summaries and thoughtful interaction.	Five issues completed accurately; one may lack detail or clarity.	Four or more issues completed; some inaccuracies or superficial responses.	Several issues missing or minimally answered.
Engagement with Moo’s Text	Precise, well-stated conclusions that clearly reflect Moo’s arguments with correct page numbers.	Mostly accurate use of Moo with some minor errors or omissions.	Inconsistent use of Moo’s views or unclear references.	Little to no reference to Moo; missing or incorrect page numbers.
Agreement/Disagreement Justified	Student offers thoughtful, well-reasoned agreement or disagreement supported with logic or Scripture.	Reasonable justification offered, though not deeply developed.	Limited explanation or surface-level reasoning.	No justification or only vague comments.
Theological and Interpretive Insight	Demonstrates understanding of the theological implications of each issue with meaningful reflection.	Shows a basic grasp of theological importance with some insight.	Limited theological reflection or disconnected comments.	Lacks theological awareness or depth.
Writing Quality and Clarity	Responses are clear, well-written, grammatically sound, and appropriately academic.	Generally clear writing with minor issues.	Writing occasionally unclear or overly informal.	Poor grammar or clarity hinders understanding.

Assignment 2: Romans 1:16–17 Exegetical Study (100 Points)

Assignment 2 (Due Sep 11): Write a 750-word exegetical study of Romans 1:16–17, explaining how these verses function as the thesis of the epistle. Address Paul’s use of ‘righteousness,’ ‘faith,’ and ‘salvation,’ and explain how these terms contribute to the gospel message in evangelical theology.

Criteria	Excellent (A) [18–20 pts]	Good (B) [16–17 pts]	Fair (C) [14–15 pts]	Poor (D–F) [0–13 pts]
Exegetical Accuracy	Careful, accurate exegesis; demonstrates sound understanding of the passage in context.	Generally accurate exegesis with only minor issues.	Some misinterpretation or lack of clarity in analysis.	Frequent errors or misunderstanding of the passage.
Theological Explanation	Thorough explanation of ‘righteousness,’ ‘faith,’ and ‘salvation’ in light of evangelical theology.	Covers all terms adequately with reasonable theological insight.	Explains only some terms or provides superficial theology.	Fails to address terms meaningfully or misrepresents theology.
Thesis and Coherence	Clearly shows how the passage functions as the thesis of Romans with excellent structure.	Good structure and logic; thesis connection is mostly clear.	Some organizational or logical weaknesses; thesis underdeveloped.	Poor organization or unclear thesis connection.
Use of Sources and Support	Strong biblical support and appropriate use of evangelical theological sources.	Good biblical and limited theological support.	Minimal biblical support or vague references to theology.	Lacks clear support or reliance on poor sources.
Writing and Mechanics	Well-written, clear, formal, and grammatically sound.	Mostly clear with minor grammatical or stylistic issues.	Some clarity issues or informal tone.	Poor grammar or writing detracts from content.

Assignment 3: Presentation on Universal Guilt (100 Points)

Assignment 3 (Due Sep 18): Prepare a 10-minute presentation explaining Paul’s argument for universal guilt. Include a comparison of Gentile accountability (1:18–32) and Jewish responsibility (2:1–3:8), and explain the pastoral implications for evangelism in a pluralistic culture. Submit a presentation outline and a video link in Canvas. Note that all or portions of your assignment may be shared with the rest of the class.

Criteria	Excellent (A) [18–20 pts]	Good (B) [16–17 pts]	Fair (C) [14–15 pts]	Poor (D–F) [0–13 pts]
Explanation of Universal Guilt	Clear, accurate, and theologically sound explanation of Paul’s argument.	Mostly clear and accurate; minor issues in content or emphasis.	Basic understanding shown but lacks clarity or completeness.	Explanation is unclear or incorrect.
Comparison of Gentile and Jewish Guilt	Well-organized, insightful comparison supported by Scripture.	Comparison is present and mostly accurate.	Somewhat vague or underdeveloped comparison.	Comparison is missing or poorly explained.
Pastoral Implications for Evangelism	Insightful and practical reflection on how the text informs evangelism today.	General application with some connection to pluralism.	Application is present but lacks depth or clarity.	Application is vague or not addressed.
Presentation Quality	Presentation is well-organized, clear, within time limits, and engaging.	Mostly clear and organized; may go slightly over/under time.	Some organization issues; lacks clarity or pacing.	Disorganized or hard to follow; poor time management.
Outline and Submission	Outline is detailed and well-structured; video link submitted correctly.	Outline is complete; submission meets basic requirements.	Outline lacks detail or clarity; submission may be incomplete.	Outline is missing or submission not completed properly.

Assignment 4: Theological Reflection on Abraham’s Justification (100 Points)

Assignment 4 (due Sep 25): Write a 1,000-word theological reflection comparing Abraham’s justification in Romans 4 with the doctrine of justification as taught in Galatians 3 and James 2. Defend the harmony of these passages. See the grading rubric on page 15 of this syllabus and on the assignment page in Canvas.

Criteria	Excellent (A) [18–20 pts]	Good (B) [16–17 pts]	Fair (C) [14–15 pts]	Poor (D–F) [0–13 pts]
Comparison of Biblical Passages	Clear and accurate comparison of Romans 4, Galatians 3, and James 2 with appropriate distinctions.	Generally accurate comparison with only minor interpretive issues.	Basic comparison, may lack clarity or miss key elements.	Unclear or inaccurate comparison of texts.
Doctrinal Clarity	Explains justification with clarity and depth from an Evangelical perspective.	Adequate theological explanation with minor weaknesses.	Some confusion or shallow understanding of justification.	Lacks doctrinal clarity or includes major theological errors.
Defense of Harmony	Strong argument for the harmony of the passages with logical and theological support.	Generally convincing defense with appropriate reasoning.	Some attempt at harmony but lacking in clarity or depth.	Little to no defense of harmony; disjointed or contradictory reasoning.
Use of Scripture and Theological Sources	Effectively integrates Scripture and theological sources to support conclusions.	Appropriate use of Scripture and some theological insight.	Limited support from Scripture or weak theological references.	Lacks scriptural support or theological engagement.
Writing and Organization	Well-structured, clear, formal academic writing with proper grammar.	Mostly clear and organized; minor stylistic or grammatical errors.	Some organizational issues or informal language.	Poor grammar or structure that hinders clarity.

Assignment 5: Adam and Christ Comparison & Theological Reflection (100 Points)

Assignment 5 (due Oct 2): Construct a chart of your own design comparing the two representative heads, Adam and Christ, in Romans 5:12–21. Then write a 500-word explanation on how union with Christ forms the foundation for Christian assurance and how this doctrine fits within the framework of progressive revelation. Include both the chart and the explanation in one document. Both must be submitted to get credit for this assignment. See the grading rubric on page 16 of this syllabus and on the assignment page in Canvas.

Criteria	Excellent (A) [18–20 pts]	Good (B) [16–17 pts]	Fair (C) [14–15 pts]	Poor (D–F) [0–13 pts]
Chart Design and Content	Insightful, well-organized chart that accurately compares Adam and Christ in Romans 5:12–21.	Chart is complete and mostly accurate with minor issues.	Chart is partially accurate or lacks clarity or depth.	Chart is unclear, inaccurate, or missing.
Theological Explanation of Union with Christ	Clear and thoughtful explanation of how union with Christ supports assurance.	Explanation is generally clear with some theological insight.	Somewhat vague or underdeveloped understanding of union with Christ.	Lacks clarity or depth in theological reflection.
Integration with Progressive Revelation	Effectively situates the doctrine within the flow of progressive revelation.	General awareness of biblical-theological development is present.	Minimal or unclear connection to progressive revelation.	Fails to address the theme of progressive revelation.
Use of Scripture and Theological Support	Excellent scriptural engagement and appropriate theological insight.	Adequate use of Scripture and some theological reflection.	Limited or underdeveloped scriptural/theological support.	Lacks meaningful biblical or theological support.
Writing and Presentation	Clear, formal academic writing; well-organized and grammatically sound.	Mostly clear with some issues in organization or grammar.	Some writing or structure issues that hinder clarity.	Poor writing quality or organization.

Assignment 6: Pastoral Essay on Romans 6 and Sanctification (100 Points)

Assignment 6 (due Oct 9): Write a 1,000-word pastoral essay explaining how Romans 6 should shape a believer’s view of sanctification in the present age. Address the role of union with Christ, the meaning of being “not under Law but under grace,” and how this distinguishes the Church from Israel. See the grading rubric on page 17 of this syllabus and on the assignment page in Canvas.

Criteria	Excellent (A) [18–20 pts]	Good (B) [16–17 pts]	Fair (C) [14–15 pts]	Poor (D–F) [0–13 pts]
Explanation of Sanctification in Romans 6	Thorough and theologically sound explanation with clear pastoral application.	Generally accurate and pastorally aware with some minor issues.	Partial or vague explanation lacking depth or clarity.	Misunderstood or poorly articulated view of sanctification.
Union with Christ	Insightful treatment of union with Christ and its implications for sanctification.	Adequate treatment with some theological reflection.	Limited or underdeveloped discussion of union with Christ.	Lacks theological clarity or biblical support.
Not Under Law but Under Grace	Clearly distinguishes the believer’s position under grace with theological precision.	Mostly clear explanation; some minor theological or exegetical gaps.	Superficial understanding or vague treatment of this contrast.	Inaccurate or unclear explanation of the Law/grace distinction.
Distinction: Church and Israel	Effectively explains the distinction and its relevance to sanctification.	General understanding of the Church-Israel distinction.	Minimal explanation or unclear theological grounding.	Fails to address or misrepresents distinctives.
Writing and Pastoral Tone	Clear, well-structured, grammatically sound, and pastoral in tone.	Mostly clear and pastoral with minor writing issues.	Some disorganization or tone inconsistencies.	Poor grammar, unclear writing, or lacks pastoral tone.

Assignment 7: Exegetical Paper on Romans 7:14–25 (100 Points)

Assignment 7 (due Oct 23): Compose a 750-word exegetical paper answering the question: “Is Paul describing a regenerate or unregenerate person in Romans 7:14–25?” Support your conclusion with grammatical and theological arguments. See the grading rubric on page 18 of this syllabus and on the assignment page in Canvas.

Criteria	Excellent (A) [18–20 pts]	Good (B) [16–17 pts]	Fair (C) [14–15 pts]	Poor (D–F) [0–13 pts]
Interpretive Conclusion	Presents a clear, well-supported conclusion regarding the regenerate/unregenerate debate.	Conclusion is sound, though minor gaps in argument may exist.	Conclusion is unclear, simplistic, or insufficiently supported.	Conclusion is missing, incorrect, or poorly argued.
Grammatical and Contextual Support	Strong use of Greek grammar and textual context to support interpretation.	Generally accurate grammatical/contextual discussion.	Basic grammatical support; lacks depth or precision.	Little or incorrect use of grammatical/contextual analysis.
Theological Reasoning	Shows theological depth and clarity, particularly regarding sanctification.	General theological awareness with some interpretive insight.	Limited theological depth or loosely connected theological claims.	Poor or inaccurate theological reasoning.
Perspective on the Law	Effectively integrates consistent theological view of the Law’s role in Romans 7.	Mentions theological distinctives with basic clarity.	Touches on theological explanation but underdeveloped.	Fails to address or present consistent theological teaching.
Writing and Structure	Well-organized, formal academic prose; clear and free of grammatical errors.	Mostly clear writing with some organization or grammar issues.	Some awkward or informal writing; structure may be lacking.	Poor writing quality or structure undermines the content.

Assignment 8: Doctrinal Summary on the Holy Spirit in Romans 8 (100 Points)

Assignment 8 (due Oct 30): Prepare a 1,000-word doctrinal summary of the work of the Holy Spirit in Romans 8. Explain how the Spirit relates to assurance, adoption, and glorification. Explain whether or not you understand these themes as supporting a distinction between Israel and the Church. See the grading rubric on page 19 of this syllabus and on the assignment page in Canvas.

Criteria	Excellent (A) [18–20 pts]	Good (B) [16–17 pts]	Fair (C) [14–15 pts]	Poor (D–F) [0–13 pts]
Explanation of the Spirit's Work	Clear, comprehensive, and doctrinally sound explanation of the Spirit's role in Romans 8.	Mostly accurate and thoughtful summary with minor gaps.	General or underdeveloped treatment of the Spirit's role.	Lacks clarity or demonstrates misunderstanding.
Assurance, Adoption, and Glorification	Effectively explains and integrates all three themes with doctrinal precision.	Covers all three themes with basic theological accuracy.	Touches on some themes; others underdeveloped or vague.	Fails to address key elements or treats them inaccurately.
Theological Distinctions	Insightful and well-supported explanation of the Church-Israel relationship based on the Spirit's work.	Reasonable explanation with clear theological framework.	Basic mention of theological ideas but lacks depth.	Fails to address or misrepresents theological distinctives.
Use of Scripture and Theological Sources	Strong use of biblical support and theological reasoning.	Good scriptural engagement; limited theological depth.	Minimal or surface-level engagement with sources.	Lacks meaningful biblical or doctrinal support.
Writing and Organization	Clear, well-organized, formal academic prose with few or no errors.	Mostly clear and organized with minor issues.	Writing occasionally unclear or informal.	Poor writing or disorganized structure.

Assignment 9: Theological Paper on Romans 9 and National Israel (100 Points)

Assignment 9 (due Nov 6): Write a 1,000-word theological paper defending your view of Romans 9 in relation to God’s sovereign election of national Israel. Use scriptural and theological arguments to explain your views on supersessionism. See the grading rubric on page 20 of this syllabus and on the assignment page in Canvas.

Criteria	Excellent (A) [18–20 pts]	Good (B) [16–17 pts]	Fair (C) [14–15 pts]	Poor (D–F) [0–13 pts]
Interpretation of Romans 9	Presents a clear and doctrinally sound view of God’s sovereign election of national Israel.	Interpretation is mostly clear and theologically consistent with minor gaps.	General or underdeveloped interpretation of Romans 9.	Misrepresents or misunderstands the main thrust of the text.
Discussion of Supersessionism	Effectively discusses supersessionism using both Scripture and theology.	Adequate discussion with mostly sound theological reasoning.	Some discussion present but limited in argument or clarity.	Fails to adequately engage supersessionism.
Use of Scriptural and Theological Support	Strong, precise biblical and theological support.	Good use of Scripture and theological argument with some limitations.	Limited or inconsistent support; underdeveloped theological framework.	Poor or incorrect use of Scripture and theology.
Doctrinal Clarity and Depth	Shows depth of theological insight and clear doctrinal development.	Displays good theological understanding; some areas need greater clarity.	Basic theological awareness but lacks coherence or maturity.	Confused or incorrect theological assertions.
Writing and Organization	Well-organized, formal academic writing; grammatically precise and structured.	Mostly clear with a few structural or grammatical issues.	Some disorganization or unclear writing.	Poor grammar and structure detract from the paper’s argument.

Assignment 10: Homiletical Outline on Romans 10:5–17 (100 Points)

Assignment 10 (due Nov 13): Prepare a 500-word homiletical outline of a sermon on Romans 10:5–17 emphasizing the necessity of preaching for salvation. Include applications related to Israel’s present status and the Church’s missionary responsibility. See the grading rubric on page 21 of this syllabus and on the assignment page in Canvas.

Criteria	Excellent (A) [18–20 pts]	Good (B) [16–17 pts]	Fair (C) [14–15 pts]	Poor (D–F) [0–13 pts]
Exegesis and Textual Insight	Strong grasp of Romans 10:5–17 with accurate and clear exposition.	Generally accurate interpretation with minor gaps or unclear points.	Basic interpretation, though shallow or lacking clarity.	Misinterprets or fails to explain the text clearly.
Homiletical Structure	Well-crafted outline with clear main points and logical flow.	Good structure; points are mostly clear and appropriately ordered.	Basic outline; some disorganization or unclear development.	Poor or unclear structure; lacks coherent sermon flow.
Theological Emphasis on Preaching for Salvation	Effectively emphasizes the necessity of gospel preaching and its theological foundation.	Emphasis is present and theologically sound with minor underdevelopment.	Minimal theological depth or underemphasized gospel necessity.	Lacks emphasis on preaching or theological clarity.
Application	Insightfully integrates Israel’s status and the Church’s missionary role.	Theological themes are present and generally clear.	Theological content is present but underdeveloped or vague.	Fails to address theological distinctives or confuses categories.
Writing and Clarity	Clear, concise, and well-written; free of grammatical issues.	Mostly clear writing with a few grammar or style issues.	Writing is occasionally unclear or disorganized.	Poor writing or grammar detracts from clarity.

Assignment 11: Exegetical Essay on Romans 11:25–27 (100 Points)

Assignment 11 (due Nov 20): Write a 1,000-word exegetical essay on Romans 11:25–27. Defend your view on whether or not “all Israel” refers to national, ethnic Israel and whether or how this supports a future literal fulfillment of Old Testament promises. Include in your research (and citations) at least one source that espouses a view different from your own. See the grading rubric on page 22 of this syllabus and on the assignment page in Canvas.

Criteria	Excellent (A) [18–20 pts]	Good (B) [16–17 pts]	Fair (C) [14–15 pts]	Poor (D–F) [0–13 pts]
Interpretation of Romans 11:25–27	Provides a clear, exegetically sound interpretation that supports a national, ethnic Israel view.	Generally accurate interpretation with some theological support.	Somewhat unclear or underdeveloped interpretation.	Fails to present or misinterprets the passage.
Defense of Future Fulfillment	Strong theological and exegetical defense of literal fulfillment of OT promises.	Good support with Scripture and theological reasoning.	Limited or loosely connected theological defense.	Fails to provide convincing support for future fulfillment.
Use of Source Opposite of your own theological perspective	Effectively integrates a relevant opposing source.	Cites an opposing source with basic integration.	Minimal or unclear use of an opposing source.	Fails to include or misuses required opposing source.
Biblical and Theological Support	Consistently supports claims with Scripture and sound theology.	Generally well-supported with Scripture and theological insight.	Some support present but lacks depth or clarity.	Little or no biblical or theological support.
Writing and Organization	Well-organized, formal academic writing; clear and polished.	Mostly clear with minor issues in style or grammar.	Somewhat disorganized or informal in tone.	Poor grammar or structure detracts from readability.

Assignment 12: Ministry Plan or Discipleship Guide on Romans 12 (100 points)

Assignment 12 (due Dec 4): Create a ministry plan or church discipleship guide (2–3 pages) based on the ethical teaching in Romans 12:1–21. Explain how these commands apply in a pluralistic society and how they foster unity in a multi-ethnic body. See the grading rubric on page 23 of this syllabus and on the assignment page in Canvas.

Criteria	Excellent (A) [18–20 pts]	Good (B) [16–17 pts]	Fair (C) [14–15 pts]	Poor (D–F) [0–13 pts]
Application of Romans 12:1–21	Applies the ethical teaching accurately and meaningfully to contemporary ministry.	Mostly accurate application with some thoughtful insight.	Basic or underdeveloped application of the text.	Misunderstands or misapplies the passage.
Engagement with Pluralistic Society	Insightful and relevant application to challenges in a pluralistic context.	Reasonable engagement with pluralism; some practical implications noted.	Limited discussion or vague reference to societal pluralism.	Fails to engage the pluralistic context meaningfully.
Fostering Multi-Ethnic Unity	Strong, practical strategies for fostering unity in a diverse body.	Good suggestions with some practical application.	Touches on the issue but lacks practical implementation.	Fails to address or misrepresents the need for unity.
Structure and Practical Design	Plan or guide is clear, organized, and ministry-ready.	Generally well-structured with minor design or clarity issues.	Some structural issues or lack of practical clarity.	Disorganized or unclear structure and application.
Writing and Presentation	Clear, polished writing with formal tone and minimal errors.	Mostly clear with few grammatical or stylistic issues.	Somewhat unclear or informal in tone.	Writing detracts from readability or professionalism.

Assignment 13: Reflection Paper on Paul’s Vision for Gospel Ministry (100 Points)

Assignment 13 (due Dec 11): Compose a 750-word reflection paper on Paul’s vision for gospel ministry based on Romans 15:14–33. How does Paul’s missionary ambition inform local and global missions today? Address the role of personal partnerships, gospel clarity, and church planting. See the grading rubric on page 24 of this syllabus and on the assignment page in Canvas.

Criteria	Excellent (A) [18–20 pts]	Good (B) [16–17 pts]	Fair (C) [14–15 pts]	Poor (D–F) [0–13 pts]
Exposition of Romans 15:14–33	Clear and accurate exposition of Paul’s missionary vision in the passage.	Generally accurate exposition with minor interpretive issues.	Basic summary of the passage with limited analysis.	Misinterprets or minimally engages the text.
Application to Local and Global Missions	Insightful application to both local and global missions with theological awareness.	Good application with generally sound theology.	Some application, though lacking depth or clarity.	Fails to connect text meaningfully to missions.
Discussion of Partnerships, Clarity, and Church Planting	Thoughtful integration of all three elements in light of Paul’s model.	Covers most elements with reasonable insight.	Touches on elements but underdeveloped or unbalanced.	Fails to address key components or treats them vaguely.
Theological Framework	Clearly frames Paul’s ministry and its application within a recognizable theology.	Basic understanding is evident.	Minimal or unclear distinctives.	Lacks theological integration or misrepresents the framework.
Writing and Organization	Well-written, reflective, and clearly organized with strong grammar.	Mostly clear and reflective with minor writing issues.	Occasionally disorganized or unclear in tone.	Poorly written or difficult to follow.

Reading and Video Watching Report Template (Use this for Your Submission)

Course: Bible 216 Romans

Instructor: Michael R. Jones

Student Name:

Submission Date: December 12, 2025

Instructions:

1. Record the percentage of the assigned reading and video watching you have completed for each week of the course.
2. Provide a brief reflection (1-2 sentences) on what you found most insightful, challenging, or impactful from the week's materials.
3. Submit this completed report in Canvas by December 12, 2025.

Weekly Report

Week 1: Historical, Cultural, and Literary Context for Romans; Overview of Romans

- Textbook Pages (Moo, 3–19): [Indicate % Completed]
- Assigned PDFs/Videos: [Indicate % Completed]
- Reflection:
[Brief reflection on what stood out to you this week.]

Week 2: **Romans 1:1–17** – Introduction and Thesis of the Epistle

- Textbook Pages (Moo, 21–34): [Indicate % Completed]
- Assigned PDFs/Videos: [Indicate % Completed]
- Reflection:
[Brief reflection on what stood out to you this week.]

Week 3: **Romans 1:18–3:20** – The Universal Guilt of Humanity

- Textbook Pages (Moo, 37–61): [Indicate % Completed]
- Assigned PDFs/Videos: [Indicate % Completed]
- Reflection:
[Brief reflection on what stood out to you this week.]

Week 4: **Romans 3:21–4:25** – Justification by Faith Apart from Works

- Textbook Pages (Moo, 65–80): [Indicate % Completed]
- Assigned PDFs/Videos: [Indicate % Completed]
- Reflection:
[Brief reflection on what stood out to you this week.]

Week 5: **Romans 5:1–21** – The Benefits and Assurance of Justification

- Textbook Pages (Moo, 83–92): [Indicate % Completed]
- Assigned PDFs/Videos: [Indicate % Completed]
- Reflection:
[Brief reflection on what stood out to you this week.]

Week 6: **Romans 6:1–7:6** – Sanctification and Union with Christ

- Textbook Pages (Moo, 93–107): [Indicate % Completed]
- Assigned PDFs/Videos: [Indicate % Completed]

- Reflection:
[Brief reflection on what stood out to you this week.]

Week 7: **Romans 7:7–25** – The Struggle with Sin and the Role of the Law

- Textbook Pages (Moo, 107–113): [Indicate % Completed]
- Assigned PDFs/Videos: [Indicate % Completed]
- Reflection:
[Brief reflection on what stood out to you this week.]

Week 9: **Romans 8:1–39** – Life in the Spirit and the Hope of Glory

- Textbook Pages (Moo, 115–126): [Indicate % Completed]
- Assigned PDFs/Videos: [Indicate % Completed]
- Reflection:
[Brief reflection on what stood out to you this week.]

Week 10: **Romans 9:1–29** – God’s Sovereign Purpose for Israel

- Textbook Pages (Moo, 129–139): [Indicate % Completed]
- Assigned PDFs/Videos: [Indicate % Completed]
- Reflection:
[Brief reflection on what stood out to you this week.]

Week 11: **Romans 9:30–10:21** – Israel’s Rejection and Responsibility

- Textbook Pages (Moo, 141–148): [Indicate % Completed]
- Assigned PDFs/Videos: [Indicate % Completed]
- Reflection:
[Brief reflection on what stood out to you this week.]

Week 12: **Romans 11:1–36** – The Future Restoration of Israel

- Textbook Pages (Moo, 149–158): [Indicate % Completed]
- Assigned PDFs/Videos: [Indicate % Completed]
- Reflection:
[Brief reflection on what stood out to you this week.]

Week 13: **Romans 12:1–15:13** – Christian Living and Sacrificial Service

- Textbook Pages (Moo, 161–188): [Indicate % Completed]
- Assigned PDFs/Videos: [Indicate % Completed]
- Reflection:
[Brief reflection on what stood out to you this week.]

Week 15: **Romans 15:14–16:27** – Concluding Remarks, Travel Plans, and Final Greetings

- Textbook Pages (Moo, 191–197): [Indicate % Completed]
- Assigned PDFs/Videos: [Indicate % Completed]
- Reflection:
[Brief reflection on what stood out to you this week.]

Summary

- Overall Percentage of Textbooks Read: [Insert Total %]

- Overall Percentage of Videos Watched: [Insert Total %]

Student Signature: [Type or Sign Your Name]

Date: [Insert Date]

Note: Incomplete or falsely reported percentages may result in academic penalties per the course policy.