

## BIB-905: Unleashing God's Word to the Romans

### Independent Study Online Course Syllabus

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**Number of Graduate Semester Units:** 2 or 3 units  
**Target Audience:** 6<sup>th</sup> - 12<sup>th</sup> grade teachers, pastors, teachers of the Bible  
**Course Access:** [ce-connect.fresno.edu](https://ce-connect.fresno.edu)

#### Course Description

This methods course is designed for Christian school educators, pastors, Bible and Sunday school teachers, and those interested in exploring the various teachings concerning the Apostle Paul's Epistle to the Romans. Paul's purpose in writing to the Romans was to proclaim the glory of the Lord Jesus Christ through practical, doctrinal teaching in order to edify and encourage believers. Regarded as Paul's magisterial presentation of the Gospel, this expository study emphasizes its contribution to key theological doctrines and applications. Students will develop a deep understanding of this epistle both for personal enrichment and to instill confidence to teach it.

**Note:** Required books must be acquired separately.

#### Required Texts and Course Materials

##### Books:

- Bible (ESV, NASB, NKJV, NET, or NIV). Recommendation: John MacArthur Study Bible.
- Kenneth Boa and William Kruidenier, *Romans: Holman New Testament Commentary* (ISBN: 978-0-8054-0206-3). To be purchased by the student and available at: [https://www.christianbook.com/romans-holman-new-testament-commentary/kenneth-boa/9780805402063/pd/02070?product\\_redirect=1&Ntt=02070&item\\_code=&Ntk=keywords&event=ESRCP](https://www.christianbook.com/romans-holman-new-testament-commentary/kenneth-boa/9780805402063/pd/02070?product_redirect=1&Ntt=02070&item_code=&Ntk=keywords&event=ESRCP)
- J. Scott Duvall and J. Daniel Hays, *Grasping God's Word Video Lectures: A Hands-On Approach to Reading, Interpreting, and Applying the Bible* (ISBN: 978-0310-52105-1). To be purchased by the student and available at: <https://www.christianbook.com/grasping-gods-word-video-lectures/9780310521051/pd/521051?event=CPOF>

**Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You can order the books directly from <https://amazon.com> or <https://www.christianbook.com>

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are

utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

**Moodle:** Moodle is a web-based learning management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).

<https://moodle.org> // <https://moodle.org/demo> // <https://docs.moodle.org>

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

This course supports the Five Core Propositions provided by the National Board for Professional Teaching Standards on what a teacher should know and be able to do.

1. Teachers are committed to students and their learning.

- NBPTS are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBPTS understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- NBPTS are also concerned with the development of character and civic responsibility.

2. Teachers know the subjects they teach and how to teach those subjects to students.

- NBPTS have mastery over the subject(s) they teach.
- They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

3. Teachers are responsible for managing and monitoring student learning.

- NBPTS deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBPTS know how to assess the progress of individual students as well as the class as a whole.

- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

4. Teachers think systematically about their practice and learn from experience.

- NBPTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

5. Teachers are members of learning communities.

- NBPTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

**Continuing Education Student Learning Outcomes (CE-SLO)**

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

## Course Student Learning Outcomes (C-SLO)

<b>Student Learning Outcomes for This Course</b> By the end of this course student will be able to:	<b>National Standards Addressed*</b>	<b>CE-SLO Addressed**</b>
1. Analyze Romans as a coherent letter with various building blocks	1, 2, 3	1, 2, 4
2. Evaluate the argument of Romans through each pericope, chapter, or section	1, 2, 4	1, 2, 3
3. Interpret Romans from a consistent viewpoint or hermeneutic	1, 2, 3	4, 5, 6
4. Explain and apply biblical doctrine (e.g., gospel, condemnation, justification, sanctification, glorification, submission, Christian love) from the epistle	3, 4, 5	2, 4, 6
5. Articulate how Romans contributes to the framework of salvation history	3, 4, 5	3, 5, 6

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Program Student Learning Outcomes**

## Topics, Assignments, and Activities

<b>Module Title</b>	<b>Module Assignments and Activities</b>	<b>Points Possible</b>
<b>Welcome Module</b>	<ul style="list-style-type: none"> <li>• Introduction video</li> <li>• Course Syllabus</li> <li>• Introduce Yourself Forum</li> </ul>	
<b>Module 1 –</b> Romans 1:1-32 Righteousness & Condemnation	<b>1.1 Readings &amp; Questions:</b> Read the Bible and Boa & Kruidenier 1-67; answer any 2 questions from each chapter in the commentary	40
	<b>1.2 Textual Outline:</b> purpose, themes, structure, argument	10
	<b>1.3 Sermon &amp; Videos:</b> watch / listen / read any MacArthur sermon + 1 post; watch any 2 videos from Duvall & Hays + 1 post	10
	<b>1.4 Miscellaneous Activity</b>	25
<b>Module 2 -</b> Romans 2:1-3:31 Culpability & Salvation	<b>2.1 Readings &amp; Questions:</b> Read the Bible and Boa & Kruidenier 69-122; answer any 2 question from each chapter in the commentary	40
	<b>2.2 Textual Outline:</b> purpose, themes, structure, argument	10
	<b>2.3 Sermon &amp; Videos:</b> watch / listen / read any MacArthur sermon + 1 post; watch any 2 videos from Duvall & Hays + 1 post	10
	<b>2.4 Miscellaneous Activity</b>	25

<b>Module 3 -</b> Romans 4:1-5:21 Justification & Sanctification	<b>3.1 Reading &amp; Questions:</b> Read the Bible and Boa & Kruidenier 123-180; answer any 2 questions from each chapter in the commentary	40
	<b>3.2 Textual Outline:</b> purpose, themes, structure, argument	10
	<b>3.3 Sermon &amp; Videos:</b> watch / listen / read any MacArthur sermon + 1 post; watch any 2 videos from Duvall & Hays + 1 post	10
	<b>3.4 Miscellaneous Activity</b>	25
<b>Module 4 -</b> Romans 6:1-7:25 Grace & Victory	<b>4.1 Reading &amp; Questions:</b> Read the Bible and Boa & Kruidenier 181-240; answer any 2 questions from each chapter in the commentary	40
	<b>4.2 Textual Outline:</b> purpose, themes, structure, argument	10
	<b>4.3 Sermon &amp; Videos:</b> watch / listen / read any MacArthur sermon + 1 post; watch any 2 videos from Duvall & Hays + 1 post	10
	<b>4.4 Miscellaneous Activity</b>	25
<b>Module 5 -</b> Romans 8:1-9:29 Spirit & Israel's Past	<b>5.1 Reading &amp; Questions:</b> Read the Bible and Boa & Kruidenier 241-298; answer any 2 questions from each chapter in the commentary	40
	<b>5.2 Textual Outline:</b> purpose, themes, structure, argument	10
	<b>5.3 Sermon &amp; Videos:</b> watch / listen / read any MacArthur sermon + 1 post; watch any 2 videos from Duvall & Hays + 1 post	10
	<b>5.4 Miscellaneous Activity</b>	25
<b>Module 6 –</b> Romans 9:30-11:36 Israel's Present & Future	<b>6.1 Reading &amp; Questions:</b> Read the Bible and Boa & Kruidenier 299-356; answer any 2 questions from each chapter in the commentary	40
	<b>6.2 Textual Outline:</b> purpose, themes, structure, argument	10
	<b>6.3 Sermon &amp; Videos:</b> watch / listen / read any MacArthur sermon + 1 post; watch any 2 videos from Duvall & Hays + 1 post	10
	<b>6.4 Miscellaneous Activity</b>	25
<b>Module 7 -</b> Romans 12:1-13:14 Attitude & Relationships	<b>7.1 Reading &amp; Questions:</b> Read the Bible and Boa & Kruidenier 357-414; answer any 2 questions from each chapter in the commentary	40
	<b>7.2 Textual Outline:</b> purpose, themes, structure, argument	10
	<b>7.3 Sermon &amp; Videos:</b> watch / listen / read any MacArthur sermon + 1 post; watch any 2 videos from Duvall & Hays + 1 post	10
	<b>7.4 Miscellaneous Activity</b>	25
<b>Module 8 -</b> Romans 14:1-16:27 Unity & Gospel	<b>8.1 Reading &amp; Questions:</b> Read the Bible and Boa & Kruidenier 415-480; answer any 2 questions from each chapter in the commentary	40
	<b>8.2 Textual Outline:</b> purpose, themes, structure, argument	10
	<b>8.3 Sermon &amp; Videos:</b> watch / listen / read any MacArthur sermon + 1 post; watch any 2 videos from Duvall and Hays + 1 post	10
	<b>8.4 Miscellaneous Activity</b>	25
<b>Course Wrap-up –</b> Grading and Evaluation	<ul style="list-style-type: none"> <li>• Final Reflection Forum</li> <li>• Course Evaluation</li> <li>• Course Completion Checklist</li> <li>• Grade Request / Transcript Request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>680 points.</b>

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate.

Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

## **Instructor/Student Contact Information**

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## **Forums**

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

## **Coursework Hours**

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## **Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

## **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

## Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Moodle:** This course will be delivered totally online at <https://ce-connect.fresno.edu>. Moodle is a learning management system that provides students access to online resources, documents, assignments, knowledge checks, forums, etc. Moodle is easy to learn and has a friendly user interface. There are also some student tutorials on the Center for Online Learning website at Fresno Pacific University - <https://col.fresno.edu/student>.

**Moodle Login and Passwords:** Students will need to have internet access to log onto <https://ce-connect.fresno.edu>. The username and password for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome communication. If you need help with your username and password recovery, please contact the Continuing Education office at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm (pacific) or email them at [prof.dev@fresno.edu](mailto:prof.dev@fresno.edu).

**Getting Help with Moodle:** If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Fri 8:00 am to 5:00 pm (pacific) or by filling out a “Request Services” form at <https://col.fresno.edu/contact/request-services>. If asked, please identify that you are with the “School = Continuing Education”.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/students/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
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FPU-SLO 2	<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.