

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Semester, Year</b>	SPRING/SUMMER, 2026
<b>Course Title</b>	<b>ROMANS</b>
<b>Course Code</b>	<b>NEWT CM31 XP joint with BSTH 3343 YP</b>
<b>Date</b>	From May 5, 2026 to <i>May 26, 2026</i> <b>Every Tuesday</b>
<b>Time</b>	From 9:00AM to 6:00PM
<b>Delivery Format</b>	IN-PERSON ONLY
<b>Class information</b>	<input checked="" type="checkbox"/> The classes will be IN-PERSON on Tuesday <input type="checkbox"/> The course is web-based asynchronous with no fixed class time.
<b>Instructor</b>	<b>DR. YAN MA, PhD</b>
<b>Contact Information</b>	Email: yma.ccst@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2182
<b>Office Hours</b>	<input checked="" type="checkbox"/> By appointment only.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

Romans is arguably among the most influential books in the Bible and has had a major impact on Christian theology and Church History. As one of the richest books in the New Testament, this Epistle is held to contain the clearest and longest expression of Paul’s thought. This course is primarily an exegetical study of Romans. The content of Romans is theologically central for matters of faith and our understanding of the gospel. By exploring the content and themes of this Epistle, this course will examine Romans’ historical, literary, and theological qualities within relevant first-century contexts. In addition, Romans contains incredibly practical challenges and

applications for spiritual transformation and living out faith in a diverse church and culture. This course will also involve a sustained discussion of how the message of this Epistle can be integrated into the life of the church today in terms of effective spiritual formation.

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Describe the purposes, content, and messages of Romans.
2. Interpret Romans in light of its historical, literary, and theological contexts.
3. Critically examine and evaluate commentaries on Romans by comparing their goals and methods of New Testament exegesis.
4. Analyze major theological themes in Romans and explain their significance for contemporary Christian thought and practice.
5. Articulate the importance of Romans to the church today.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

飽會園著。《羅馬書》卷上、下。天道聖經注釋系列。香港: 天道書樓, 2004。

### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

道格拉斯·穆爾著·鍾越娜譯。《羅馬書》兩卷。國際釋經應用系列。香港: 漢語聖經協會, 2017。Douglas J. Moo. *Romans: From Biblical Text to Contemporary Life*. NIV Application Commentary 45. Grand Rapids: Zondervan, 2009.

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

### C. ASSIGNMENTS AND GRADING

**A penalty of 1% per day will be applied to all late assignments**

1. Readings and Group Discussion (10%):

- Students are required to complete the weekly reading of the relevant portion in Romans and the textbook before each class.
- Students are expected to attend the group discussion for 20 minutes in each class and make contributions to the understanding of the topics. Students' comments and questions should reflect a thorough and thoughtful reading of the materials.
- Learning outcomes 1, 2, 3, 4, 5

## 2. **Role Playing (20%):**

- Each of two or three students will form a group for role playing. Each group will choose a topic in Romans and will demonstrate how to teach the topic in a Sunday school class for 30 minutes in class. All students in each group need to actively participate in role playing.
- A list of topics will be provided by the instructor on **May 5**. Role playing will be performed on **May 19**.
- Learning outcomes 1, 2, 4

## 3. **Book Report (20%):**

- Each student will write a book report of the textbook for approximately 3,000 words. The book report should both summarize and assess the argument of the author.
- The book report is due in .pdf form at **11:59 p.m., June 9**.
- Learning outcomes 1, 2, 3

## 4. **Exegetical Paper (40%):**

- Each student will write an exegetical paper of a passage in Romans for approximately 5,000 words. The exegetical paper should focus on both the ancient text and its contemporary relevance. As an academic paper, it should have a clear and well-defined thesis statement that is defended throughout the paper.
- The passage of the exegetical paper is to be agreed upon with the instructor by **May 12**. The exegetical paper is due in .pdf form at **11:59 p.m., June 16**.

- Learning outcomes 1, 2, 3, 4, 5

**5. Proposal Presentation (10%):**

- Students will present their proposals for the exegetical paper for 10 minutes in class and lead the class discussion for another 10 minutes.
- The proposals will be presented on **June 2**.
- Learning outcomes 1, 2, 3, 4, 5

**D. SUMMARY OF ASSIGNMENTS AND GRADING**

Readings and Group Discussion	10 %
Role-Play Presentation	20 %
Book Report	20 %
Proposal Presentation	10 %
Exegetical Paper	40 %
Total	100 %

**IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

Date	Reading Before Class	Content	Assignment
5/5	Romans Introduction and Romans 1:1–15 in the textbook Romans 1:16–4:25 in the textbook	Course Introduction Introduction to Romans Romans 1:1–15 Romans 1:16–4:25	Role Playing Topic

5/12	Romans 1:16–4:25 in the textbook	Romans 1:16–4:25	Exegetical Paper Passage
5/19	Romans 5:1–8:39 in the textbook	Romans 5:1–8:39	Role Playing
5/26	Romans 9:1–11:36 in the textbook	Romans 9:1–11:36	
6/2	Romans 12:1–15:13 in the textbook Romans 15:14–16:27 in the textbook	Romans 12:1–15:13 Romans 15:14–16:27	Proposal Presentation
6/9			Book Report
6/16			Exegetical Paper

**V. SELECTED BIBLIOGRAPHY**

Selected Bibliography will be provided in the first class.

## VI. GENERAL REQUIREMENTS FOR ALL COURSES

### A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

### B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

*\*exceptions with permission from professor*

### C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

#### **Grading Rubric**

Please consult the rubric provided for each assignment on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

#### **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an

assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### **Turnitin Text-Matching Software**

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](#). Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](#) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

### **Late Papers and Extensions Policy**

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the

[Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

## **E. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

## **F. LIBRARY RESOURCES**

[Tyndale Library](#) supports courses with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

## **G. GRADING SYSTEM & SCALE**

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](http://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).