NTL671 — The Epistle to the Romans Block (Hybrid)  
Fall 2012

Essential Information
Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at http://support.nts.edu.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- Handbook for Inclusive Language

Instructor Information
Professor: Roger L. Hahn, Ph.D.  
Email: rlhahn@nts.edu
Office: (816) 268-5412
Office Hours: By appointment

Catalog Description
A close exegesis of some central passages of the Epistle with a view to uncovering its theological content.

Course Narrative & Rationale
The foundational assumption of the exegesis classes at NTS is that close reading of Biblical texts is formative for Christian and ministry development. By modeling such reading of a New Testament text the NTL courses invite students to develop their own abilities to independently exegete the biblical text. The integration of historical, cultural, literary, and theological insights into the text will facilitate contemporary application of its message.

The Epistle to the Romans is a midlevel, English New Testament exegesis course. LNG510, Introduction to Biblical Languages, and BIB550, Biblical Hermeneutics, or their equivalents, are the recommended prior coursework. Romans will meet the requirement for a prescribed New Testament [exegesis] course in the M.Div. program. It may also serve as a prescribed New Testament Exegesis course and/or a Biblical elective in the MA(TS) programs. It may be taken as an elective without regulation.
Course Vision
If God were to really bless this course students would be captivated by the message and method of Paul’s epistle to the Romans. Their understanding of Paul’s view of the church and of the gospel would focus the direction of their own Christian lives and ministries. They would be captured by the vision of experiencing the faithfulness of God and union with Christ and would give their lives to nurturing of communities of faith within the Pauline tradition. Their participation in Paul’s struggle to form the Roman church would give them the confidence that the gospel speaks graciously and effectively to unsettled times and people. Should such changes begin to occur in students their ministries would spill confidence in God into the life of the church. As the church begins to live out of the forming reality of the gospel the world would discover authentic Christianity and receive both a winsome and challenging witness to the call of Christ. Some in the world would reject this gospel because of correctly understanding it. Some would accept the call of Christ with joy.

Degree Objectives
This course addresses the following NTS Degree Program Objectives:

- MDiv Objective 2, “Articulation of the knowledge of God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments, exhibited in the following outcomes; the student will: b. Use scholarly methods for understanding Scripture, c. Identify key theological themes as they arise from Scripture, d. Identify and relate literary and theological emphases of Scripture, e. Understand the formative power of Scripture in shaping corporate and personal Christian life, f. Appropriate Scripture to personal and corporate life both in and beyond the church.”

- MACFD Objective 1, “A deep personal commitment to God and God’s Church and a passionate, vital, and redemptive ministry formed through an ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and through participation in the life of the church. This personal commitment and redemptive ministry will be exhibited in the following outcomes; the student will: a. Identify aspects of the biblical narrative (scriptures and theological themes) that shape both personal journey and vocational ministry.”

- MAICS Objective 1, “Knowledge of the Christian faith understood in its biblical foundations, historical developments, and theological expressions, exhibited in the following outcomes; the student will: a. Interpret biblical texts with awareness of Scripture’s formative power and of the role of culture in the writing and interpretation of Scripture,” and Objective 2, “Articulation of the biblical-theological understandings of the missio Dei in ways that assist the church’s response to God’s call to participate in that mission, exhibited in the following outcomes, the student will: a. Trace the missio Dei in the narrative of scripture through the lives of key people and through critical turning points.”

- MA(TS) General Academic Track Objective 2, “Knowledge of the major theological disciplines and their interrelationships exhibited in the following outcomes, the
student will: a. Analyze and integrate important terminology in the fields of biblical studies, theology and church history,” and “b. Compare and integrate key voices (both persons and movements) in biblical studies, theology and church history,” and Objective 3, “Ability to use the theological disciplines to reflect on and engage the world as informed, thinking, Christian persons; students reflect this ability through the following outcomes: a. Identify and analyze key problems (practical and conceptual) that theological insights address for Christian life.”

Course Outcomes
As a result of this course the student should be able to:

1. describe the content of Romans with reference to the letter’s structure and the major themes (accomplished in Assignments 1, 2, 3, 6, 7, and 8),
2. describe the social and historical context of Rome and emergence of the church at Rome (accomplished in Assignments 2 and 8),
3. articulate the Pauline vision and strategy for responding to the problems in the church at Rome (accomplished in Assignments 2, 3, and 8),
4. identify key texts in Paul’s argument in Romans as well as key texts in the history of the Christian interpretation of Romans (accomplished in Assignments 1, 2, 3, 5, and 6),
5. articulate the main options in the interpretation of the key passages of Romans (accomplished in Assignments 2, 3, 6, and 8),
6. defend his or her understanding of the Righteousness of God, Justification, and πίστεως Ἰησοῦ Χριστοῦ in light of contemporary views (accomplished in Assignments 2, 3, and 8),
7. articulate the exegetical issues at stake in the interpretation of a key passage of Romans (accomplished in Assignments 2, 5, 7, and 8), and
8. articulate ways in which Romans speaks to modern or contemporary society (accomplished in Assignments 3, 4, 5, 6, 7, and 8).

Church of the Nazarene COSAC Competencies
CN11 – Ability to identify the significant elements of the message of the message of Jesus and Paul (accomplished in Assignments 1, 2, 3, 6, and 8),
CN12 – Ability to describe the impact of the historical background of the New Testament on the message of Jesus and Paul (accomplished in Assignments 2, 3, and 8),
CN14 – Ability to identify and describe the major theological concepts of the New Testament (accomplished in Assignments 1, 2, 3, 6, and 8),
CN20 – Ability to reflect theologically on life and ministry (accomplished in Assignments 4, 6, and 8),
CN23 – Ability to identify and explain the Doctrine of Holiness from a Wesleyan Perspective (accomplished in Assignments 6 and 8),
CP1 - Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning (accomplished in Assignments 4, 5, and 6),
CP2 - Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry (accomplished in Assignments 4, 5, and 6),
CP3 - Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts (accomplished in Assignments 4 and 6),
CP10 – Ability to synthesize, analyze, reason logically for discernment, assessment, and problem solving and live with ambiguity (accomplished in Assignments 1, 2, 3, 4, 5, 6, 7, and 8).

**Required Texts & Course Materials**

The Bible: Students who do not use Greek and Hebrew should access the text through a fairly literal translation such as the NASB, NRSV or ESV. The instructor will use the NRSV and his own translation in class. The NIV has a number of theologically biased translations in Romans and should not be used for the purposes of this course. The reading of Romans for the inductive assignment should be done from an edition with the fewest possible interpretive aids. Optimal benefit on the inductive study is received from preparing a computer generated text with no headings, notes, or chapter and verses markers. Students are encouraged to do as much study as possible in the Greek text using tools available to them.


**Recommended Texts & Course Materials**


**Course Outline**

I. Introductory Issues and Background of the Church at Rome
II. Exegetical Explorations in Romans
   A. Romans 1:1-17
III. Concluding Issues and Summaries

Course Assignments & Requirements

1. Inductive Study of Romans (Outcomes 1, 4, CN11, CN14, and CP10) - An inductive study of Romans will be the first major class requirement. You should follow the procedures given in the instructions attached to this syllabus through Step 4. Each step represents another reading of Romans. Each reading should be done on a separate day so you will need to begin the process soon. The notes from Reading 1 will be due to be uploaded to the Moodle Inductive Study Reading 1 assignment tab by 11:55 p.m., September 13. The chapter titles and notes from Reading 2 will be due to be uploaded by 11:55 p.m., September 16. The color markings and notes from Reading 3 will be due to be uploaded by September 20. You should do the color marking by color highlighting a digital copy of Romans’ text and submitting it electronically. An electronic copy of the NRSV of Romans is available in the Course Resources for this course on Moodle. Reading 4 should produce paragraphs titles, major section titles, and book title according to the instructions attached. Reading 4 report should include your name, the Title you select for the whole book of Romans, the major section titles you select (with chapter and verse indications), the chapter titles (imported from Reading 2 with any changes you have made), and the paragraph titles (with verses indicated). This Reading 4 report will be due to be uploaded by September 23. Remember, these reading reports are to be posted no later than 11:55 p.m. CDT on the due date. Be sure your name is on the assignment and that you put an appropriately descriptive title (Ind Study Reading 1, Ind Study Reading 2, Ind Study Reading 3, etc.) on each assignment. Please name the file with your first name, your last name, and the title (e.g. Roger Hahn Ind Study Reading 1).

2. Textbook Reading (Outcomes 1, 2, 3, 4, 5, 6, 7, CN 11, CN 12, CN 14, and CP10) - You should read the textbooks by Greathouse, Keener, Reasoner, and Longenecker according to the following schedule:

<table>
<thead>
<tr>
<th>Date to Complete Reading</th>
<th>Passages Covered</th>
<th>Pages in Greathouse</th>
<th>Pages in Keener</th>
<th>Pages in Reasoner</th>
<th>Pages in Longenecker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 16</td>
<td>Introduction</td>
<td>pp. 21-35</td>
<td>pp. 1-17</td>
<td>pp. xix-xxvii</td>
<td>pp. 3-31</td>
</tr>
</tbody>
</table>
3. Gorman Book Report and Justification Essay (Outcomes 1, 3, 4, 5, 6, 8, CN11, CN12, CN14, and CP 10) – By 11:55 p.m. on October 10, a book report 500 words on Gorman’s book will be due. You should both summarize Gorman’s work and give an analytical response to it. Connected to the Gorman report an essay reviewing current interpretations of justification (by faith), the righteousness of God, and the πιστεως [Ἰησοῦ] Χριστοῦ and providing your own view (with defense) should be connected to the Gorman report. This essay should be between 750 and 1000 words. You should find help in all your textbooks for the essay. (The combination of the Gorman report and the Justification, etc. essay should be 1250-1500 words.)

4. Ministry Application Report (Outcomes 8, CN20, CP1, CP2, CP3, and CP10) - During the first half of the semester you will arrange to teach or preach from a passage from Romans. This can be done in a local church setting (preaching, teaching a Sunday School class, teaching in a church-based Bible Study, etc.) or in a setting outside the local church (preaching at a nursing home or rescue mission or leading a Bible Study at a youth center or prison, etc.). You should not do the actual in-church presentation before we are scheduled to cover the passage in class. You must ask someone (such as a pastor, or someone with theological training who is not an NTS student, or a professional person such as a school teacher) to observe your presentation and to evaluate it for this course instructor. You should ask the evaluator to fill out the attached form, to place it in a sealed envelope that you will provide with your name, “Ministry Application Assignment Evaluation,” and their name and position on the envelope, and to sign their name over the seal. The evaluator will give that sealed envelope to you and you will submit the unopened enveloped to this course instructor with your written sermon and/or sermon notes, lesson plan, etc. no later than November 11. You may upload your materials to the appropriate Moodle assignment tab no later than 11:55 p.m. on Nov.11. Your evaluator(s) may send their evaluation by snail mail to the instructor if they so desire. Their evaluation should be postmarked no later than Nov. 11 and mailed to Dr. Roger L. Hahn, c/o Nazarene Theological Seminary, 1700 E. Meyer Blvd., Kansas City, MO 64131.

5. Research Paper (Outcomes 4, 7, 8, CP 1, CP 2, and CP 10) - A research paper of 4000 to 4500 words will be due to be uploaded to the appropriate Moodle assignment tab on November 30 by 11:55 p.m. For MDiv students the paper must cover a passage of Romans that you wish to cover in exegetical depth. Students in other degree programs may also do
an exegetical paper. MA(TS) students may choose to do a topical paper dealing with such topics as were treated in Longenecker’s book. MACFD and MAICS students may do a paper demonstrating the way a particular cultural context led to a particular interpretation of a passage or an issue from Romans. The conclusion of the paper should include a section describing how the results of your research help the contemporary pastor understand and communicate the message of Romans. The paper should be documented according to Turabian style. At least three articles should be in the bibliography and show evidence of significant influence in your paper. Feel free to talk to the instructor about the appropriateness of the subject you are thinking about for your paper.

6. Holiness Essay (Outcomes 1, 4, 5, 8, CN11, CN14, CN20, CN23, CP1, CP2, CP3, and CP10) - By 11:55 p.m., December 7, an essay of about 1,000 words dealing with the contribution of the book of Romans to your understanding of a theology of holiness will be due. This is an exercise in Biblical Theology rather than Systematic Theology (it should be descriptive rather than prescriptive). Describe the teachings of Romans that you believe contribute to an understanding of holiness. Your work should combine primary and secondary source research.

7. Final Exam (Outcomes 1, 7, 8, and CP10) – During the latter part of the period on Dec. 10 there will be a Final Examination for the Romans class. The final exam will contain at least three essay questions: 1) a question regarding the purpose of Romans and how the structure of the letter interacts with the purpose, 2) a question regarding justification and the righteousness of God in Romans, and 3) an analysis of a significant passage in Romans.

8. Attendance, Participation and Course Evaluation (Outcomes 1, 2, 3, 5, 6, 7, 8, CN11, CN12, CN14, CN20, CN23, and CP10) – Attendance and participation in the course will be part of the final grade evaluation. Half of the attendance and participation credit will be forfeited if you fail to participate in the Course Evaluation which will become available on Moodle near the end of the semester. The Course Evaluation should not be filled out until you have completed all the course assignments you intend to complete.

**Distribution of Student Learning Hours**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face Class Sessions</td>
<td>36</td>
</tr>
<tr>
<td>Online Participation in forums, groups, etc.</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>49</td>
</tr>
<tr>
<td>Writing</td>
<td>42</td>
</tr>
<tr>
<td>Other Assignments and Learning Activities</td>
<td>25</td>
</tr>
<tr>
<td>Exams &amp; Quizzes</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>156</strong></td>
</tr>
</tbody>
</table>
Method for Submitting Assignments
All assignments except the In-Ministry Assignments Evaluations should be uploaded to the appropriate Assignments spot in the Course Moodle site. The In-Ministry Assignment Evaluations should be mailed or hand delivered to the instructor. An uplink spot in the Course Moodle site will be provided for the In-Ministry Assignment. You may upload Word or pdf files of everything except the evaluation(s) of the one(s) evaluating your Ministry Application project.

Form and Style Expectations
The Major Research Project should be written in conformity with the form and style instructions of the most recent edition (7th) of Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. You may use either MLA or APA style for other assignments.

Inclusive Language
NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams
Assignments submitted late may be reduced in their grade by 10% per day late.

Additional Costs
There are no additional costs for this course beyond the tuition and books.

Course Grading
The instructor will assign numerical grades (between 0 and 100) to the work required. The final grade will be calculated using the following percentage weighting:

- Inductive Study on Romans 12%
- Gorman Report/Justification Essay 16%
- Ministry Application Assignment/Report 14%
- Research Paper 25%
- Holiness Essay 11%
- Final Exam 12%
- Attendance, Participation, etc. 10%

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its
programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

**Class Attendance**

Attendance at classes is essential for accomplishing the learning outcomes of this course and for realizing the maximum benefit of your education. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If you are absent four or more weeks of the semester, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>A. 6:00-7:25 pm</th>
<th>B. 7:35-9:00 pm</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 10</td>
<td>1</td>
<td>Instructor out of town – Class Activity TBD</td>
<td>Sept. 13 – Inductive Reading 1 notes due</td>
<td>Sept. 13 – Inductive Reading 1 notes due</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>2</td>
<td>A. Syllabus/Bibliography B. Introductory Issues in Romans</td>
<td>Sept. 20 – Inductive Reading 3 report due</td>
<td>Sept. 20 – Inductive Reading 3 report due</td>
</tr>
<tr>
<td>Sept. 24</td>
<td>3</td>
<td>A. Romans 1:1-15 B. Romans 1:16-32</td>
<td>Sept. 23 – Inductive Reading 4 report due</td>
<td>Sept. 23 – Inductive Reading 4 report due</td>
</tr>
<tr>
<td>Oct. 15</td>
<td>6</td>
<td>A. Romans 5:1-11 B. Romans 5:12-21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 22</td>
<td>7</td>
<td>Reading and Research Week – No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 29</td>
<td>8</td>
<td>A. Romans 6:1-14 B. Romans 6:15-7:6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 5</td>
<td>9</td>
<td>A. Romans 7:7-8:4 B. Romans 8:5-25</td>
<td>Nov. 11 – Ministry Application Report due</td>
<td>Nov. 11 – Ministry Application Report due</td>
</tr>
<tr>
<td>Nov. 12</td>
<td>10</td>
<td>A. Romans 8:26-9:18 B. Romans 9:19-10:17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 11</td>
<td>11</td>
<td>A. Romans 10:18-11:32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
19 | B. Romans 11:33-12:8 |  
Nov. 26 | 12 | A. Romans 12:9-13:14  
B. Romans 14:1-23 | Nov. 30 – Research Paper due  
Dec. 3 | 13 | A. Romans 15:1-33  
B. Romans 16:1-27 | Dec. 7 – Holiness Essay due  
Dec. 10 | 14 | A. Concluding Issues and Summaries  
B. Final Exam |

**Bibliography**

**Dictionaries:**

Prior to research in the monographs it is often profitable to consult dictionary articles that provide summations of scholarship. The following dictionaries may be helpful in this regard.


**New Testament and Pauline Theology:**


**Commentaries on Romans:**


**Other Significant Bibliography on Romans.**


Kaye, Bruce N. *The Thought Structure of Romans with Special Reference to Chapter 6*. Austin, TX: Schola Press, 1979.


**Literature on Justification**


**The Roman Context**

THE INDUCTIVE METHOD

"In truth thou canst not read the scriptures too much:  
And what thou readest, thou canst not read too well;  
And what thou readest well, thou canst not too well understand;  
And what thou understandest well, thou canst not too well teach;  
And what thou teachest well, thou canst not too well live."

--Martin Luther

The practice of running to a commentary before studying the Bible itself gives a definite direction to one's study and a cast to thinking which may lead to conclusions never intended by the author of the biblical material. Further, the reader is deprived of the blessing of discovering eternal truths for oneself. After all, those who wrote the commentaries had to get their material in the same way any present-day Bible student can get it. It should not be necessary to depend consistently only on the Biblical research of another. The inductive method is designed to enable one to develop rapidly the ability to do independent Bible study.

The inductive method proceeds from the circumference to the center, from fact to principle, from details to a synthesis, from factual evidence to conclusions, from the specific to the general, from the concrete to the abstract. It is zealous to gather all the pertinent evidence before drawing conclusions; it believes that no explanation is preferable to the wrong one; it prefers to defer a final decision until all the evidence is gathered rather than hazard a decision on slender evidence.

Characteristics of the Inductive Method

1. The inductive method proceeds from the specific to the general, from observation to interpretation, from sight to insight, from analysis to synthesis, from letter to spirit, from literature to life.

2. It seeks to discover the individuality of the book as a whole.

3. It is intensive, unwilling to exchange extent for depth and accuracy.

4. It is direct, unwilling to substitute secondary knowledge for primary knowledge.

5. It is literary, recognizing that the content is cradled in literary forms.

6. It is patient, persistent, expectant, creative, reflective, and prayerful in approach.

Steps in Study: Proper sequence is important in procedure.

1. Aspiration - a prayer for spiritual illumination.
2. Observation
3. Compilation
4. Correlation
5. Interpretation
6. Assimilation - discovered truths.
7. Application - to the contemporary situation.

Procedure for Inductive Study

Gather your basic tools:

1. Bible - Preferably NRSV, RSV, ESV, or NASB
2. Set of colored pencils.

STEP One: First Reading
This should be a cursory, one-sitting reading of the whole book, not slowly, aloud if possible.
Don't slow down in your first reading; this will be a constant temptation.

After this reading jot down answers to such questions as these:

1. Your general first impressions of the book.
2. Atmosphere. This may be the atmosphere of the book as a whole, or of its separate parts. Atmosphere words such as "hate", "love", "activity", are tone or setting words. Aim at one-word identifications.
3. Key words and phrases. You may not find many of these in your first reading, but you will probably notice some.
4. Key persons and events.
5. Other observations that might seem striking to you.

STEP Two: Second Reading
The second reading should proceed more slowly than the first, and yet not too slowly. With this reading things should begin to crystallize and fit into a pattern, though that pattern may still not be too clear.

During this second reading, record further observations as you read. Thus they will be more thorough and definitive than those of the first reading.


The **major purpose of your second reading is be the development of chapter titles**, which serve as clues to the content of each chapter. The sum of them represents a condensed picture of the general flow of the book's message. Characteristics of a good title are:

1. Preferably one word, not more than three.
2. Picturesque words if possible (exceptions: personal names like Stephen for Acts 7, or a geographical name).
3. Words taken directly from the text; not a paraphrase.
4. No duplication or similarity of titles.
5. Words which tell you where you are in the book.

STEP Three: Third Reading

Read the book this time for the purpose of marking themes, concepts, and special terminology. Use a scheme something like this or of your own design. Different books will produce different subjects to be marked. You should have ideas of themes, concepts, and words you want to trace based on your first two readings.

- **Green** references to sin, rebellion, or spiritual failure.
- **Blue** references to significant persons.
- **Purple** references to governmental/political leaders, kings, etc.
- **Orange** references to Christ.
- **Yellow** references to names of God.
- **Red** questions underlined in red; promises boxed in red.
- **Brown** references to time.
- **Black** references to geographical locations.

Circle the question marks.

Record further observations as you read the book.

STEP Four: Fourth Reading

The major purpose of this reading would be to identify and title the major divisions of the book and the paragraphs within each chapter as well as providing a title for the book as a whole.

During the analysis you must check chapter divisions in the Bible you are using. Make no changes without good reasons.

**Re-evaluate your chapter titles.**

**Develop a title or brief description of each paragraph.** Use no more than 5 to 7 words for the paragraph title.

**Develop major book division titles** of one to three words each. There should be no more than 6 major divisions in any book of the Bible and many books will have no more than 3 or 4.

Finally, **develop a theme or title for the whole book** that you are studying. This should be related very clearly to the major divisions of the book.
On a rough worksheet chart record book divisions, chapter titles, and major divisions of each chapter.

**STEP Five: Further Reading**

This does not involve another reading as such, but rather exhaustive study as time will permit.

Get acquainted with background material, biblical criticism, and problems relating to the book. Use scholarly commentaries which deal with word meanings and textual problems. Reassess your divisional points.

Record on the work chart the concepts you choose as most important.

**STEP Six:**

Construction of final chart. A good chart necessitates attention to the following rules:

1. Be simple - overcrowding obscures perspective; the chart should be self-explanatory.
2. Be neat - what is worth doing at all is worth doing well.
3. Be honest - never withhold relevant evidence in the interest of theory; endeavor to interpret evidence without prejudice or bias.
4. Be pictorial - present ideas, movements graphically; do not present bare statistics without indicating their significance; employ eye appeal.
5. Be thorough - Spare no pains to ascertain the distinctive message of the book being studied, nor to present it with greatest accuracy and effectiveness.
6. Be modest - no chart is ever finished or perfect; you will need room for improvement; there will be fresh insights later.

The chart represents a panoramic view of the book, together with some interpretation.

Accordingly, there may well be an analysis of the book into its paragraphs, chapters, and sections, along with some indication of the relation of the parts to the whole.

Paragraph titles are simply descriptive labels to recall the content of a paragraph. Such titles give a spatial outline of the book; the usual topical outline provides a logical analysis - both are important.

**Equipment:** Heavy chart paper is preferable. Type or use ink on the chart. Colors may be used to indicate relationships, for example, related paragraphs may have the same color. Perhaps the most convenient form of a chart is that which uses letter size paper (8 1/2 x 11) hinged at the left side by scotch tape. A roll is often inconvenient to handle.
Evaluation Form
Bible Presentation by
Nazarene Theological Seminary Student

(Student Name)

Date of Presentation _______________ Church _________________________

Pastor ___________________________ Church Phone _____________________

Biblical Passage ____________________ Setting _________________________

Answer the following questions using this system:  5 = excellent, positive, very true
4 = good, generally true, well-done
3 = average, acceptable, okay
2 = poor, weak, generally not true
1 = terrible, not at all true

The student demonstrated knowledge of the biblical content of the passage. ______

The student taught me new truths about the meaning of the biblical passage. ______

The student made the biblical passage “come alive” to me. ______

The student communicated in a way I could understand clearly. ______

The student communicated so everyone present could understand. ______

I would like to hear more teaching of Scripture like this presentation. ______

Other comments you would like to make:

____________________________________    __________________________________

(Name)                                      (Occupation)