

NT5250 — Acts–Romans
Course Syllabus, Fall 2025 — RTS-Orlando

1. Course Details

- Two credit hours
- Thursdays, 9:00am–11:00am, August 28–December 4
- Course Description: *A study of Acts and Paul's Epistle to the Romans that emphasizes both the original and modern meanings of the text, with the overarching aim to provide tools for the student to interpret better Acts and Romans to one's self, the church, and the world.*

2. Instructor Information

- Gregory R. Lanier, Ph.D., Associate Professor, RTS Orlando / Academic Dean, RTS Global
- Email: glanier@rts.edu
- Office: Main administrative building
- Office Hours: Email to set up appointment

3. Objectives

- To understand the Acts of the Apostles in the context of redemptive history and the Jewish and Greco-Roman world(s).
- To understand the relationships between the apostolic circle and Jesus Christ, between Paul and the historical Jesus of the Gospels, and between Paul and the other apostles.
- To understand the main structure of Paul's theology as expressed in Acts and Romans, including his use of the OT; his understanding of God, Christ, and Spirit; his "gospel" and teachings on salvation and redemptive history; and his ethical and ecclesiological instructions for the church of his day and their contemporary relevance.
- To strengthen one's ability to read, exegete, and teach/preach Acts and Romans, with special attention to their key issues, internal logic, and contribution to Christian doctrine.
- To learn how to engage with scholarship on Acts and Paul in a responsible manner.

4. Required Texts

- The Holy Bible: each student must bring his/her own copy of the Bible (in a modern English translation, e.g., ESV, NASB, NIV) to class each day. Students who have taken Greek are encouraged to bring a critical Greek edition (UBS4/5 or NA27/28).
- Michael J. Kruger (ed.), *A Biblical-Theological Introduction to the New Testament: The Gospel Realized* (Wheaton, IL: Crossway, 2016).
- Dennis Johnson, *The Message of Acts in the History of Redemption* (P&R Publishing, 1997).
- Thomas Schreiner, *Paul, Apostle of God's Glory in Christ* (1st ed. 2006 or 2nd edition 2020—either are acceptable).
- Other readings will be provided via Canvas.

5. Course Assignments

- *Reading of Biblical Texts*
 - Read Acts and Romans once in English
 - If you have not had Greek, read Acts and Romans again in English, using a different translation
 - If you *have* had Greek, read Acts again in English, using a different translation, and then read Romans 3–5 in Greek (no need to translate—just *read*)
 - You will indicate in Canvas (by the assigned date) what percentage of the reading you completed.
- *Reading of Assigned Textbooks*
 - Assignment
 - Read “Acts” and “Romans” chapters in Kruger
 - Read entirety of Johnson
 - Read 300 pages of Schreiner (your choice)
 - Read additional materials from Canvas
 - You are free to read at your own pace, though it is recommended that you read the Acts material first, then the Romans/Paul material (as we will go in that order).
 - Evaluation
 - You will indicate in Canvas (by the assigned date) what percentage of the reading you completed.
- *Research Paper*
 - Assignment
 - Complete a research paper of 2,500-4,000 words, adhering to the “Research Paper Guidelines” document provided separately via Canvas.
 - Students must submit their paper topic to the instructor via Canvas by the date specified on the course homepage.
 - Papers must be submitted electronically in PDF format via Canvas by the date specified on the course homepage.
 - Evaluation
 - Argument (30%): Is the paper arguing a clear, coherent thesis throughout?
 - Scholarship (40%): Has the paper handled the biblical text responsibly? Has the paper made careful and discerning use of secondary sources, including honest engagement with viewpoints with which the author disagrees?
 - Quality (25%): Is the paper well-structured, logical, and cohesive? Is it well-written for its target audience? Is it clear and easy to read?
 - Style (5%): Does it meet the required style guidelines? Are footnotes and bibliography composed correctly?
- *Final Examination*
 - Assignment
 - One examination will be given at the end of the course during exam week, covering the lecture material (not the readings)
 - The exam will consist of the following components:

- Short essays, requiring ~5-7 sentences to answer. Student will choose 5 to answer out of a list provided.
- Long essays, requiring ~20–30 sentences to answer. Student will choose 3 to answer out of a list provided.
- Additionally, the student will be asked to provide a bullet-point outline (chapter-level) of Acts or Romans from memory (not using your Bible)
- The examination will be administered via Canvas.
- Evaluation
 - Short essays = 7% each (total 42%)
 - Long essays = 17% each (total 51%)
 - Memorized outline = 7%

6. Grading

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| • Reading of biblical texts | 10% |
| • Reading of assigned textbooks | 10% |
| • Research paper | 40% |
| • <u>Final examination</u> | 40% |
| | 100% |

7. Other Details

- The RTS policy on Artificial Intelligence is fully in effect, as found in Canvas.
- Attendance is mandatory. Student must notify the instructors by email regarding any absence.
- The “skeleton” of course notes will be provided in electronic form by the instructors.
- Students are permitted to use laptops or tablets in class. Phones must be turned on silent mode. You are expected to make use of technology in a way that honors Christ and respects your brothers/sisters sitting near you.
- *Late work will not be accepted or graded unless there is a legitimate emergency situation, as determined by the professor.*

Course Objectives Related to MDiv* Student Learning Outcomes

Course: NT5250 – Acts–Romans Professor: Gregory R. Lanier, Ph.D.
 Campus: Orlando Date: Fall 2025

| <u>MDiv* Student Learning Outcomes</u> <i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i> | | <u>Rubric</u> ➤ Strong ➤ Moderate ➤ Minimal ➤ None | <u>Mini-Justification</u> |
|--|---|---|---|
| Articulation (oral & written) | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Strong | Research paper on exegetical, theological, or ministry topic Written examination |
| Scripture | Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.) | Strong | Lectures include significant exegesis component Original languages used in class and encouraged for students Memorization of outlines |
| Reformed Theology | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Moderate | Use of traditional Reformed theological categories, with emphasis on exegetical grounding in Acts and Romans |
| Sanctification | Demonstrates a love for the Triune God that aids the student's sanctification. | Moderate | Reading of Bible text Emphasis on personal and pastoral application in lectures |
| Desire for Worldview | Burning desire to conform all of life to the Word of God. | Moderate | Emphasis on thinking biblically about social, political, and ecclesiological issues |
| Winsomely Reformed | Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.) | Moderate | Responsibly engaging with critical scholarship in lecture Encouraging students to read non-evangelical materials for paper |
| Preach | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Strong | Emphasis on equipping students how to read and exposit on their own rather than simply regurgitate "safe" commentaries |
| Worship | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | None | |
| Shepherd | Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide. | Minimal | Pastoral/counseling application during lectures "Church issue" option for paper |
| Church/World | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | Minimal | Discussion of church issues in class |