



Course Syllabus

Wycliffe College

University of Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number : WYB1501HF
Course Name: From the Gospel to the Gospels
Campus: St. George
Meeting Time: Tuesday 9:00 – 11:00 a.m.

Instructor Information

Instructor: Catherine Sider Hamilton
E-mail: catherine.hamilton@wycliffe.utoronto.ca
Teaching Assistant: Pavani Paul
E-mail: pavani.paul@mail.utoronto.ca

Course Description

A historical and theological introduction to the four Gospels. We will study the Gospels from a multi-dimensional perspective as a fourfold witness to the gospel of Jesus Christ. We will ask historical questions: about the origin of the Gospels in Jesus' ministry and the women's Easter experience, the setting of the Gospels in early Judaism and in the Roman Empire, and the process by which the Gospels emerged as a fourfold proclamation of Jesus Christ. We will ask literary and source-critical questions, about the literary origins and narrative shape of the Gospels. And we will ask canonical and theological questions, considering the Gospels in their character as a fourfold and scriptural witness, reading them in relation to each other and to the OT scriptures on which they draw.

Course Methodology

Lectures, tutorials, papers, Quercus discussion board, final exam.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)

Describe the content of the four Gospels	Analytical responses based on lectures and gospel readings; tutorial discussion; final exam	MTS: 1.1 MDiv: 1.1
Describe the historical and cultural context in which the Christian movement emerged and in which the writings of the NT were produced, especially their Jewish context.	Analytical responses to lectures 1, 2, 4, 10; assignment 1.1; tutorial discussion; final exam	MTS: 1.1, 1.3 MDiv: 1.1, 1.4
• Identify source-critical, text-critical and other literary-critical questions, and analyze the Gospels through these lenses.	Analytical responses to lectures 1, 4, 6, 10; assignment 1.2; tutorial discussion; final exam	MTS: 1.1 MDiv: 1.1
• describe canonical perspective and theological perspective and apply these to a reading of the Gospels. Describe the importance of method in NT studies.	Analytical response to lecture 1, 3, 5, 7-9, 11-12; assignment 1.2; tutorial discussion; final exam	MTS: 2.1 MDiv: 1.2
Identify and assess elements of unity and diversity, continuity and development, in the formation of early Christianity	Analytical responses to lectures 1, 4, 6; assignment 1.1; tutorial discussion; final exam	MTS: 1.3, 1.4 MDiv: 1.3, 1.4
demonstrate an ability to consider different viewpoints and to relate in a mature and collegial manner with those who hold them	tutorial groups; discussion during lectures; online discussion	MTS: 1.5, 2.1, 3.1 MDiv: 1.5, 2.1, 3.3

Course Resources

Required Course Texts

- The Holy Bible (preferably the New Revised Standard Version)
- Terence L. Donaldson and Catherine Sider Hamilton, *From the Gospel to the Gospels: On-line Lecture Series* (provided; posted on the course website)
- Paul J. Achtemeier, Joel B. Green and Marianne Meye Thompson (eds.) *Introducing the New Testament: Its Literature and Theology* (Grand Rapids: Eerdmans, 2001).

Suggested Texts

- Burton H. Throckmorton, Jr. (ed.), *Gospel Parallels: A Comparison of the Synoptic Gospels* (Nashville; Vancouver, BC: T. Nelson, c1992). OR
- Zeba A. Crook, *Parallel Gospels: A Synopsis of Early Christian Writing* (Oxford: Oxford University Press, 2011)

(Required and suggested course texts are available at the University of Toronto Bookstore.)

Course Website(s)

- Quercus: q.utoronto.ca
- This course uses Quercus for its course website. To access it, go to the UofT login page at <http://q.utoronto.ca> and login using your UTORid and password. (Your course registration with ROSI gives you access to the course website at quercus.)

Class Schedule

The content of the course will be treated in accordance with the following outline:

Session 1 (September 10) *Introduction and Starting Point: the Easter Experience*. Read before class: Matt 28:1-10/Mark 16:1-8/Luke 24:1-12/John 20:1-18 and *Introducing the New Testament (INT)* 1-13 (Section 1.1-1.3). Read after class: Lecture 1. (Lectures will be posted on Quercus after the class). Post after class: Response to Analytical Question (AQ)1.

Session 2 (September 17) *The Jewish Context*. Read before class: Matt 1-2/Mark 1/Luke 1:1-2/John 1 and *Introducing the New Testament (INT)* 26-47 (Section 2.2.2-2.3.1). Read after class: Lecture 2. Post after class: Response to AQ 2.

Session 3 (September 24) *The Gospel of Mark (i)*. Read before class: Mark 1-10 and *INT* 123-146 (5.1-5.4). Read after class: Lecture 3. Post after class: Response to AQ 3.

Session 4 (October 1) *The Gospel of Mark (ii); Realia: Scribes and Scrolls, Text and Transmission*. Read before class: Mark 8-16. Read after class: Lecture 4. Post after class: Response to AQ 4.

Session 5 (October 8) *The Gospel of Matthew (i)* Read before class: Matt 1-12 and *INT* 89-106 (4.4.2.3.2). Read after class: Lecture 5. Post after class: Response to AQ 5. **First paper due.**

Session 6 (October 15) *The Formation of the Synoptic Gospels*. Read before class Matt 16:21-28, Mark 8:31 – 9:1, Luke 9:22-27. Read after class: Lecture 6. Post after class: Response to AQ 6.

Session 7 (October 22) *The Gospel of Matthew (ii)*. Read before class: Matt 12-28 and *INT* 107-121 (4.2.3.3-4.3). Read after class: Lecture 7. Post after class: Response to AQ 7.

October 28-Nov 1: Reading Week

Session 8 (November 5) *The Gospel of Luke (i)*. Read before class: Luke 1:1-9:50 and *INT* 149-174 (6-6.4.2). Read after class: Lecture 8. Post after class: Response to AQ 8.

Session 9 (November 12) *The Gospel of Luke (ii)*. Read before class: Luke 9:51-24:53. Read after class: Lecture 9. Post after class: Response to AQ 9. **Second paper due.**

Session 10 (November 19) *Jesus: A Bridge between Two Worlds*. Read after class: Lecture 10. Post after class: Response to AQ 10. *Town Hall Meeting: Jesus on Trial*.

Session 11 (November 26) *The Gospel of John (i)*. Read before class: John 1-12 and *INT* 175-94 (7.1-7.3.2). Read after class: Lecture 11. Post after class: Response to AQ 11.

Session 12 (December 3) *The Gospel of John (ii)*. Read before class: John 13-21 and *INT* 194-205 (7.3.3-7.5).

Final Exam: Take-Home Short-Essay Exam Tuesday December 10 at 9:00 a.m. to Wednesday December 11 at 9:00 a.m.

Evaluation

Requirements

Evaluation will be based on class participation (including attendance at lectures, participation in class and in the online discussion forum), papers, and a final exam.

Class participation and posts: 20%

Papers: 2 x 20%. First paper is due October 8. Second paper is due November 12.

Final exam: 40%.

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment and Course Extensions

Assignment Extension (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept an assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted**. The final deadline for the submission of assignments is the date set by the instructor in the syllabus, the examination day scheduled for the course, or the last day of exam week for the semester in which the course is taught, whichever is sooner. If the student fails to submit the assignment by the agreed deadline a mark of zero will be calculated for the assignment.

Policy on Course Extension (BD) Students with documented medical difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term must talk with their instructor and request a course extension. The deadline for obtaining a course extension is the examination day scheduled for the course or the last day of examination week, whichever is sooner. The course extension, when approved, will have a mutually agreed upon deadline, with an absolute deadline of the last day of the examination week within the twelfth month following the end of the course. (The course extension must also be approved by the Basic Degree Director and confirmed by the Registrar.) Under extraordinary situations a student may request an extension on the initial extension. To do this, students must complete a second course extension form, include sufficient documentation (e.g. a doctor's letter) and receive the approval of both the instructor and the BD director.

An approved course extension will appear on the student's record as an SDF. If the student completes coursework before the new deadline approved by the professor and the student's college, the grade SDF will be changed to a letter and number grade. If the student does not complete the work by the deadline set by the professor and no further extension is granted, the professor will assign a zero for the unsubmitted work and submit a final grade (numerical or letter, including FZ) or, if the student successfully petitions for one, a permanent incomplete (INC). For late papers (with or without a course extension) students will receive a grade but minimal comments.

The link for the course extension form is at

<https://www.wycliffecollege.ca/sites/default/files/SDF%20form%20%28fillable%29.pdf>

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Turnitin.com. Students may be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8th edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

Bibliography

Achtemeier, Paul J., Joel B. Green and Marianne Meye Thompson (eds.). *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans, 2001.

Throckmorton, Jr., Burton H. (ed.), *Gospel Parallels: A Comparison of the Synoptic Gospels*. Nashville: Vancouver, BC : T. Nelson, c1992.

Crook, Zeba. A. *Parallel Gospels: A Synopsis of Early Christian Writing*. Oxford: Oxford University Press, 2011.

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