



# Course Syllabus Wycliffe College 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***

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Course Number : WYB1501HF  
Course Name: From the Gospel to the Gospels (NT1)  
Campus: Wycliffe College, 5 Hoskins Ave.

## ***Instructor Information***

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Instructor: John Bertone  
E-mail:  
Office Hours: Online Course (available via email and discussion board)

## ***Course Prerequisites or Requisites***

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None.

## ***Course Description***

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This course is an introduction to the four Gospels in their social, historical and theological setting. Using a —socio-literary approach, we will study the Gospels within a two-dimensional framework, both centred on what the early Christians called the —gospel. One dimension has to do with social history—the origin and development of Christianity as a distinct social entity, from its foundations in the ministry of Jesus and the Easter experience (summarized as the —gospel), through its emergence as a Jewish renewal movement, and on to its development into a separate, largely Gentile, institutionalized religion. The second dimension has to do with literature—the process by which the Gospels came to be written, their literary form and texture, and their character as narrative versions of the "gospel."

## ***Course Methodology***

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The methodology used in the course is a combination of online lectures, assigned readings, discussion board postings, and written assignments (reflection papers and peer reviews).

## ***Course Outcomes***

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Upon the completion of this course you should be able to:

- demonstrate a familiarity with the content of the four Gospels
- demonstrate an awareness of the historical and cultural context in which the Christian movement emerged and in which the writings of the New Testament were produced

- ❑ demonstrate that you recognize and are beginning to reflect on issues pertaining to the formative period of early Christianity, especially those having to do with unity/diversity and continuity/development
- ❑ demonstrate an awareness of the importance of method in NT interpretation, and begin to develop an appropriate method of interpretation for yourself

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
<b>By the end of this course, students</b>	<b>This outcome will be achieved through these course elements:</b>	<b>This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv) (primary correspondence; secondary correspondence):</b>
• will have increased their familiarity with the content of the four Gospels;	lectures 6, 10, 11, 12; analysis-reflection questions; online discussions	<b>A. General:</b> 1.a-k <b>MTS:</b> 1.1 <b>MDiv:</b> 1.1-2, 4
• will have developed a greater awareness of the historical and cultural context in which the Christian movement emerged and in which the writings of the New Testament were produced;;	lectures 2, 4, 5, 8; assignment 3; tutorials	<b>A. General:</b> 1.a-k <b>MTS:</b> 1.1 <b>MDiv:</b> 1.1-2, 4
• will have developed a greater awareness of the historical and cultural context in which the Christian movement emerged and in which the writings of the New Testament were produced;	lectures 2, 4, 5, 8; online discussions	<b>A. General:</b> 1.a-k <b>MTS:</b> 1.1 <b>MDiv:</b> 1.1-2, 4
• will be able to recognize and reflect on issues pertaining to the formative period of early Christianity, especially those having to do with unity/diversity and continuity/development;	lecture 3; analysis-reflection questions; online discussions	<b>A. General:</b> 1.a-k <b>MTS:</b> 1.1 <b>MDiv:</b> 1.1-2, 4
• will have become aware of the importance of method in NT interpretation, and will have begun to develop an appropriate method of interpretation for themselves;	lecture 3; analysis-reflection questions; online discussions	<b>A. General:</b> 1.a-k <b>MTS:</b> 1.1 <b>MDiv:</b> 1.1-2, 4

<ul style="list-style-type: none"> <li>• will have an increased and more mature confidence in the NT as a source and ground for faith;</li> </ul>	course as a whole; homiletical reflection at the end of some lectures; online discussions	<b>A. General:</b> 1.a-k <b>MTS:</b> 1.1 <b>MDiv:</b> 1.1-2, 4
Additional learning outcomes will be found at the beginning of the lecture notes for each week.		

**AD Level** The Advanced Degree Council has developed detailed statements of “learning outcomes” for each of the advanced degree programs (ThD/PhD, MA and ThM). They are available as appendices in the respective Handbooks. “Learning outcomes” have to do in part with the level of knowledge and skill that will be characteristic of a typical graduate of the program. In accordance with this overall statement, instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide one of the benchmarks for evaluation and grading. These should be formatted in the same manner as Basic Degree outcomes.

## Course Resources

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### Required Course Texts

- Burton H. Throckmorton, *Gospel Parallels, NRSV Edition: A Comparison of the Synoptic Gospels*. 5<sup>th</sup> edition. Nashville, TN: Thomas Nelson, 1992. ISBN: 978-0-8407-7484-2
- Luke Timothy Johnson, *The Writings of the New Testament*. 3<sup>rd</sup> edition. Minneapolis, MN: Fortress Press, 2010. ISBN: 978-0-8006-6361-2

Instead of in-class lectures, you are required to read the online course notes. For those of you who might want a second opinion on things, two supplementary texts are recommended. (Note that you are not required to buy these books; they are recommended for supplementary purposes only.) One is Paul J. Achtemeier, Joel B. Green and Marianne Meye Thompson (eds.) *Introducing the New Testament: Its Literature and Theology* (Grand Rapids: Eerdmans, 2001). The other is *Dictionary of Jesus and the Gospels* (editors Joel B. Green, Scot McKnight; Downers Grove, Ill.: InterVarsity Press, 1992), a very helpful and relatively up-to-date reference work.

### Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the ***From the Gospel to the Gospels*** module, where you’ll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

- Personal Website <http://individual.utoronto.ca/aloder>

## Class Schedule

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### Week 1 (April 18-22): Introduction

- Orientation (review syllabus, schedule, course navigation, etc.)

- Post Autobiography to the Discussion Board
- Sign up for Analysis/Reflection Paper (see below)

## **Section 1: Setting Direction: Assumptions and Method of Approach**

### **Read Lecture 1: Assumptions and Method of Approach.**

- Post any questions/comments you may have on Lecture 1 to the Discussion Board
- Read and respond to other students' postings on Lecture 1

### **Lecture 2: Starting Point: The "Easter" Experience**

- Post any questions/comments you may have on Lecture 2 to the Discussion Board
- Read and respond to other students' postings on Lecture 2
- Analysis/Reflection Paper Must be Submitted (Lecture 2). Due Thursday, 5:00 P.M.
- Read and respond to the posted Analysis/Reflection paper (Lecture 2)
- Read at least one other response to Analysis/Reflection paper (Lecture 2)

### ***Week 2 (April 25-29):***

### **Lecture 3: Questions of Approach**

- Post any questions/comments you may have on Lecture 3 to the Discussion Board
- Read and respond to other students' postings on Lecture 3
- Analysis/Reflection Paper Must be Submitted (Lecture 3). Due Tuesday, 5:00 P.M.
- Read and respond to the posted Analysis/Reflection paper (Lecture 3)
- Read at least one other response to Analysis/Reflection paper (Lecture 3)

## **Section 2: Christian Origins: The Emergence of a New "New Social World"**

### **Lecture 4: The Jewish Context: A World in Tension**

- Post any questions/comments you may have on Lecture 4 to the Discussion Board
- Read and respond to other students' postings on Lecture 4
- Analysis/Reflection Paper Must be Submitted (Lecture 4). Due Thursday, 5:00 P.M.
- Read and respond to the posted Analysis/Reflection paper (Lecture 4)
- Read at least one other response to Analysis/Reflection paper (Lecture 4)

### ***Week 3 (May 2-6):***

### **Lecture 5: Easter and the Construction of a New Christian "World"**

- Post any questions/comments you may have on Lecture 5 to the Discussion Board
- Read and respond to other students' postings on Lecture 5
- Analysis/Reflection Paper Must be Submitted (Lecture 5). Due Tuesday, 5:00 P.M.
- Read and respond to the posted Analysis/Reflection paper (Lecture 5)
- Read at least one other response to Analysis/Reflection paper (Lecture 5)

### **Lecture 6: Case Study: The Gospel of Mark**

- Post any questions/comments you may have on Lecture 6 to the Discussion Board
- Read and respond to other students' postings on Lecture 6
- Analysis/Reflection Paper Must be Submitted (Lecture 6). Due Thursday, 5:00 P.M.

- Read and respond to the posted Analysis/Reflection paper (Lecture 6)
- Read at least one other response to Analysis/Reflection paper (Lecture 6)

**Week 4 (May 9-13):**

**Focus on Assignments Week (1/2)**

- Note: This is "focus on assignments" week. By the end of this week you should have completed your second Analysis/Reflection paper (i.e., the one that does not get posted to the Discussion Board). Also take this time to work on your "Exploring the Kerygma (Part 1)" exercise.
- Exploring the Kerygma* (Part 1). Due no later than 5:00 p.m. on Friday May 13, 2016.

**Week 5 (May 16-20):**

**Lecture 7: Canon, Text and Translation**

- Post any questions/comments you may have on Lecture 7 to the Discussion Board
- Read and respond to other students' postings on Lecture 7
- Analysis/Reflection Paper Must be Submitted (Lecture 7). Due Tuesday, 5:00 P.M.
- Read and respond to the posted Analysis/Reflection paper (Lecture 7)
- Read at least one other response to Analysis/Reflection paper (Lecture 7)

**Section 3: Part 3: From the Gospel to the Gospels**

**Lecture 8: The Formation of the Synoptic Gospels**

- Post any questions/comments you may have on Lecture 8 to the Discussion Board
- Read and respond to other students' postings on Lecture 8
- Analysis/Reflection Paper Must be Submitted (Lecture 8). Due Thursday, 5:00 P.M.
- Read and respond to the posted Analysis/Reflection paper (Lecture 8)
- Read at least one other response to Analysis/Reflection paper (Lecture 8)

**Week 6 (May 23-27):**

**Lecture 9: The Gospel of Matthew**

- Post any questions/comments you may have on Lecture 9 to the Discussion Board
- Read and respond to other students' postings on Lecture 9
- Analysis/Reflection Paper Must be Submitted (Lecture 9). Due Tuesday, 5:00 P.M.
- Read and respond to the posted Analysis/Reflection paper (Lecture 9)
- Read at least one other response to Analysis/Reflection paper (Lecture 9)

**Lecture 10: The Gospel of John**

- Post any questions/comments you may have on Lecture 10 to the Discussion Board
- Read and respond to other students' postings on Lecture 10

- Analysis/Reflection Paper Must be Submitted (Lecture 10). Due Thursday, 5:00 P.M.
- Read and respond to the posted Analysis/Reflection paper (Lecture 10)
- Read at least one other response to Analysis/Reflection paper (Lecture 10)

***Week 7 (May 30 – June 3):***

**Focus on Assignments Week (2/2)**

- Note: This is your second "focus on assignments" week. Take this time to address any outstanding assignments, discussion postings, etc. Also take this time to work on your "Exploring the Kerygma (Part 2)" exercise, which is due on Friday June 17.

***Week 8 (June 6-10)***

**Lecture 11: Jesus: A Bridge Between Two Worlds**

- Post any questions/comments you may have on Lecture 11 to the Discussion Board
- Read and respond to other students' postings on Lecture 11
- Analysis/Reflection Paper Must be Submitted (Lecture 11). Due Tuesday, 5:00 P.M.
- Read and respond to the posted Analysis/Reflection paper (Lecture 11)
- Read at least one other response to Analysis/Reflection paper (Lecture 11)

**Lecture 12: The Gospel of Luke**

- Post any questions/comments you may have on Lecture 12 to the Discussion Board
- Read and respond to other students' postings on Lecture 12
- Analysis/Reflection Paper Must be Submitted (Lecture 12). Due Thursday, 5:00 P.M.
- Read and respond to the posted Analysis/Reflection paper (Lecture 12)
- Read at least one other response to Analysis/Reflection paper (Lecture 12)

***Week 9 (June 13-17)***

- Post any outstanding questions you may have about the material covered in this course.
- Exploring the Kerygma*** (Part 2). Due no later than 5:00 p.m. on Friday June 17, 2016.

## *Evaluation*

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### Requirements

#### Assignments

In addition to several ungraded weekly assignments, there will be four written assignments (or sets of assignments) for which grades will be given.

#### Ungraded Weekly Assignments

- Read the lecture for the unit
- Complete weekly reading assignments
- Give some consideration to the “class passage question” for the unit

#### Discussion Forum (30%)

- Submit a minimum of—but not limited to—three postings per unit to the Discussion Forum.

#### Analysis/Reflection Papers (30%)

Each student is required to write two (2) short analysis/reflection papers worth 15% each. These are based on the "class passage question" for the unit (Information posted on the Analysis/Reflection Papers page of the online course).

One of these will serve as the topic for the Discussion Forum for that unit. (For further information on due dates, signing up, see the Sign-up Information link on the Assignments page of the online course.)

The other analysis/reflection paper must be submitted to the instructor but will not be posted.

One first paper must be submitted during the first half of the course (i.e., on or before the end of week 4) and the second on or before week 8. (If your paper is scheduled to be posted in the period prior to any of these due dates, this will fulfill the requirement for the period in question; if not, you need to submit a paper for one of the weeks in the period.)

Full instructions for writing an analysis/reflection paper, together with a list of the "class passage questions," can be found on the Assignments page of the online course.

#### "Exploring the Kerygma" Exercises (40%)

There are two major assignments worth 20% each. The first is due **no later than 5:00 p.m. on Friday May 13, 2016**; the second is due **no later than 5:00 p.m. on Friday June 17, 2016**.

These exercises will be seen only by the instructor.

Full instructions can be found on the Exploring the Kerygma assignment pages located under the Assignments page of the online course.

### Grading System

Letter Grade	Numerical Equivalent	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 Extensions***

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

**One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.**

**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***

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**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](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

**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*, 8<sup>th</sup> edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

## ***Bibliography***

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### **Online Recourses**

**The Gospel of Q** ([http://www.religioustolerance.org/gosp\\_q.htm](http://www.religioustolerance.org/gosp_q.htm))

A summary of opinions on the Q Gospel

**The Two Source Hypothesis** (<http://www.mindspring.com/~scarlson/synopt/2sh/index.htm>)

Summary of the dominant synoptic theory by Stephen Carlson

**All about Q** ([http://www.geocities.com/b\\_d\\_muller/q.html](http://www.geocities.com/b_d_muller/q.html))

Paper arguing that Q is a late (80 C.E.) document.

**The Synoptic Problem** (<http://www.bible.org/docs/soapbox/synoptic.htm>)

A defense of the Two Source Hypothesis, according to which Matthew and Luke based their gospels on Mark and Q.

**The Existence of Q** (<http://www.earlychristianwritings.com/q-exist.html>)

A scholarly defense of the Two Source Hypothesis according to which Matthew and Luke used Mark as well as a second non-extant source termed Q.

**The Lost Sayings Gospel Q** (<http://www.earlychristianwritings.com/q.html>)

Includes the contents of Q by verse, a synopsis for Q, links to translations of Q, links to resources on Q, an essay in defense of the existence of Q, and introductory information with scholarly quotes.

**Four-Color Synopsis** (<http://www.mindspring.com/~scarlson/synopt/harmony/>)

The parallel passages of Matthew, Mark, and Luke in the original Greek with color coding. Useful for identifying the double tradition material that makes up Q.

**Q // Thomas Parallels** (<http://www.misericordia.edu/users/davies/thomas/thq.htm>)

The parallel passages between Q and Thomas as presented by Stevan Davies

**William Arnal's Summary of Kloppenborg's Q Stratification**

(<http://www.misericordia.edu/users/davies/thomas/billklop.htm>)

An abstract of Kloppenborg's thesis of the formation of Q in successive stages.

**Q Sayings in Luke** (<http://www.misericordia.edu/users/davies/thomas/q.htm>)

The Q material as found in Luke and presented by Stevan Davies.

**The Q Source Based on Luke** (<http://www.uncc.edu/jdtabor/Qluke.html>)

The text of Q as preserved in the verses of Luke and presented by J.B. Tabor.

**NT Gateway: Q** (<http://www.ntgateway.com/synoptic/Q.htm>)

Links to articles and essays addressing the subject of Q.

**The Contents of Q** (<http://www.earlychristianwritings.com/q-contents.html>)

The verses in Q in several lists provided by modern commentators.

**A Synopsis for Q** (<http://www.earlychristianwritings.com/q-synopsis.html>)

The parallel passages between Matthew and Luke that are thought to represent Q are presented.