



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

Course Number : WYB2501HS
Course Name: Interpreting the New Testament in the Community of Faith
Campus: Wycliffe

Instructor Information

Instructor:	Terry Donaldson	Teaching Assistant:
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Office Hours:	As needed	

Course Prerequisites or Requisites

Prerequisite: An introductory course on the New Testament at the master's level.

Course Description

A study of the tools and methods involved in the process of New Testament interpretation, with special attention to the context and needs of the church. Consideration will be given to contemporary hermeneutical discussion, to a full range of contemporary exegetical methods, and to the nature and function of the NT as scripture, all in conjunction with a thorough and practical examination of a particular NT text.

Course Methodology

The course content will be developed along two tracks. One hour each week will be given over to a series of lectures, organized according to the following outline:

1. Texts and Meanings
 - 1.1 *Introduction*
 - 1.2 *Making Sense of Texts: Authors, Texts, Readers*
 - 1.3 *Interpretation and Meaning*
 - 1.31 Hermeneutics: The Rules of the Interpretive Game
 - 1.32 Exegesis: The Practice of Interpretation
 - 1.33 The Historical-Critical Method and the Hermeneutical Problem
2. The NT as Scripture
 - 2.1 *Scripture and God: Models of Revelation*
 - 2.2 *Scripture and the Community of Faith*
 - 2.3 *Towards a Kerygma-Centred Hermeneutic*

The second hour each week will be more practical in orientation, concerned with the actual process of interpreting the scriptural text. The majority of our time in this second track will be given over to a seminar-format study of a selected passage, for which students will be required to do preparatory work. For this year, the selected passage will be 1 Corinthians 11:17-34. Seminar discussion will take as its starting point a set of exegetical questions prepared by the instructor. There will be seven questions, each forming the basis of one seminar. Seminar questions will be distributed in the first class.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	MDIV OUTCOMES
Through successful completion of this course, students will have:	This outcome will be achieved through these course elements:	This course outcome corresponds to this aspect of Wycliffe's statements of program outcomes (MDiv, MTS):
• developed skills in a variety of exegetical methods and tools;	exegetical seminars and papers; integration paper/ project (option)	MTS: 1.2; 2.1 MDiv: 1.2; 2.1
• acquired thorough familiarity with the context, content and character of 1 Corinthians 11:17-34;	exegetical seminars and papers; integration paper/ project (option)	MTS: 1.1; 1.6 MDiv: 1.1; 1.6
• arrived at a better understanding of hermeneutical issues (texts and their meanings);	course as a whole; lectures; final seminar; integration paper/project (option)	MTS: 1.3; 2.1 MDiv: 1.3; 2.1; 2.3; 2.4
• developed a greater understanding of how the NT functions as scripture in the community of Christian faith.	course as a whole; lectures; final seminar; integration paper/project (option)	MTS: 1.2; 1.3 MDiv: 1.2; 1.3

Course Resources

Readings

As part of the process of preparing for the seminars and working on the seminar questions, students will be expected to read 250 pages or so of material pertaining to the passage under discussion. This material is listed in the bibliography accompanying the exegesis questions, and can be found in either the reference or the reserve section in the library.

The course is designed to build on and amplify reading that has been done in introductory courses. In particular, it is assumed that students have already done some reading in two areas: (1) methods of NT interpretation, and (2) the NT as scripture. Students who want to supplement their reading can consult books from the following list:

1. Methods of NT Interpretation

Hayes, John H. and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*. 3rd ed. Louisville: Westminster John Knox, 2007

McKenzie, Steven L. and Stephen R. Haynes. *To Each Its Own Meaning: An Introduction to Biblical Criticisms and their Application*. 2nd ed. Louisville: Westminster John Knox, 1999

Tate, W. Randolph. *Biblical Interpretation: An Integrated Approach*. 3rd ed.; Peabody, MA: Hendrickson, 2008

2. The NT as Scripture

Schneiders, Sandra M. *The Revelatory Text: Interpreting the New Testament as Sacred Scripture*. 2nd ed. Collegeville, MN: Liturgical Press, 1999

Fackre, Gabriel. *The Christian Story: A Pastoral Systematics*, vol. 2, *Authority: Scripture in the Church for the World*. Grand Rapids: Eerdmans, 1987, esp. pp. 1-253

Dulles, Avery. *Models of Revelation*. Garden City, NY: Doubleday, 1983

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 **My Courses** 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 the instructor for further help.]

Class Schedule

Week 1 (January 12) Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

Week 2 (January 19) Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

Week 3 (January 26) Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

Week 4 (February 2) Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

Week 5 (February 9) Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

Week 6 (February 16) Reading Week.

Week 7 (February 23) Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

Week 8 (March 1) Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

Week 9 (March 8) Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

Week 10 (March 15) Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

Week 11 (March 22) Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

Week 12 (March 29) Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

Week 13 (April 5) Include here a title/description for the week, as well as any required readings and/or assignments due for that class.

Evaluation

Requirements

Students have two options for meeting the formal requirements of the course. One is by submitting written work for **three** of the seminars plus a final integrative paper or project; the other is by doing **five** of the seminars. In more detail:

Option 1

1. *Participation* (15%) – Attendance, participation in class discussion, familiarity with pertinent readings, etc.
2. *Seminars* (51%) – Students choosing this option will need to submit papers for **three** of the seven seminars. Each will be worth 17% and will be due at the end of the corresponding seminar; there will be penalties for late submissions. It is not expected that these responses be formal essays; for example, where you consider it appropriate, observations can be presented in point form, though introductions, summaries and conclusions should be presented in good prose. Footnotes are not necessary, but each paper should include a bibliography of works consulted (usually at least three).
3. *Integration Paper/Project* (34%) - The second course requirement will be a paper or project whose goal is to integrate the work of the class in some appropriate way. What is being asked for here is a paper that builds on the work done in the seminars, but goes on from there to pull some of it together in a more complete way, to extend it in one way or another, or to explore its contemporary hermeneutical significance. Options include the following:
 - a) Seminar Question - A paper dealing in a more polished and considered way with one of the seven seminar questions (or an aspect of one of them). Note that the paper should not simply repeat work done for the seminars. It should either deal with a question not prepared as part of the seminar work, or it should be based on significant additional research into some aspect of a question already covered.
 - b) Sermon and text-to sermon paper - A written sermon based on the class passage, prepared with a specific congregational and liturgical context in mind, with an accompanying paper in which you describe the context of the sermon and reflect on the text-to-sermon process. The sermon and the accompanying paper should each be 4-5 pages in length.
 - c) Reflective Paper: “The Gospel and the Text” - A paper reflecting on the process of interaction among: the gospel assumed by the text (i.e., 1 Cor. 11:17-34), the gospel as understood by the interpreter, and the text itself. (More on this during the lectures.) Possible outline:

1. The gospel as I understand it

2. The text in light of the gospel as I understand it (correspondences; aspects of the text cast into fresh light; aspects of the text open to criticism)
3. The gospel as I understand it in the light of the text (aspects of my understanding of the gospel that are challenged, or open to revision/refinement, in light of the text).

d) Congregational Case Study - A paper based on a specific congregational “case,” i.e. a set of circumstances existing or having taken place in a congregation known to you, and having some point of contact with 1 Cor. 11:17-34 (e.g., a situation where problems developed because the congregation contained members from different socio-economic groups). The paper should attempt to bring scripture and situation together in an appropriate and fruitful way.

e) Other - ???

With the exception of the sermon, papers are to be scholarly in format (with footnotes or endnotes, and a bibliography) and moderate in size (8 – 10 pages / 2000 – 2500 words). On or before March 25, students are to submit a brief proposal, containing a description of the proposed paper or project. The papers themselves are due the last day of exam week (April 15).

Option 2

1. *Participation* (15%) – Attendance, participation in class discussion, familiarity with pertinent readings, etc.
2. *Seminars* (85%) – Students choosing this option will need to submit papers for **five** of the seven seminars. Each will each be worth 17% and will be due at the end of the corresponding seminar; there will be penalties for late submissions.

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 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/policies/grading.htm>) 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/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. 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).

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*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

Bibliography

List here any bibliographic resources that will be helpful to students, both within the course and for further study.