



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 : WYB2660HS
Course Name: Introduction to the New Testament II: Who is Jesus?
Campus: St. George

Instructor Information

Instructor: Ann Jervis Teaching Assistant: TBD
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Office Hours:

Course Prerequisites or Requisites

None.

Course Description

An introduction to a portion of the New Testament: 1 Thessalonians, 1 Corinthians, Galatians, Romans, Philippians, Colossians, 1 Peter, Hebrews and Revelation. The guiding question of the course is: 'Who is Jesus?' This course functions as the second half of the Wycliffe introduction to the New Testament, or it can be taken on its own.

Course Methodology

Lectures, tutorials, readings, inductive paper, exegetical paper, student presentations, weekly questions.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be achieved through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
• will be able to express, restate and recognize the Christological	Tutorial Presentations	MTS: 1.1 MDiv: 1.1, 1.2

particularities of the various New Testament books studied		
• will analyze and compare particular christologies	Inductive paper Comparative Exegetical Paper	MTS: 1.1, 1.2 MDiv: 1.1, 1.2, 2.2

Course Resources

Required Course Texts

- *The New Revised Standard Version.*
- P. J. Achtemeir, J. B. Green and M. Meye Thompson, *Introducing the New Testament. Its Literature and Theology.* Grand Rapids: W. B. Eerdmans, 2001.

Class Schedule

Week 1 (January 8) Introduction.

PLEASE NOTE: The readings are to be done ahead of class. That is, the readings listed under Jan. 12 should be done prior to coming to class. This is necessary in order to participate as fully as possible in the tutorial discussions.

Week 2 (January 18) Paul

Readings: Achtemeir, Green and Meye Thompson (AGMT), pp. 271–97.

Week 3 (January 25) 1 Thessalonians

Readings: 1Thessalonians; AGMT, pp. 428–39.

Week 4 (February 1) 1 Corinthians

Readings: 1 Corinthians; AGMT, pp. 327–46.

Week 5 (February 8) Galatians

Readings: Galatians; AGMT, pp. 355–75. ***Inductive Study Due At Beginning of Class.***

Week 6 (February 15). Romans

Readings: Romans; AGMT, pp. 299–326.

Week 7 (February 22) Reading Week

Week 8 (March 1) 1 Peter

Readings: 1 Peter; AGMT, pp. 513–27.

Week 9 (March 8) Hebrews

Readings: Hebrews; AGMT, pp. 465–90.

Week 10 (March 15) Philippians

Readings: Philippians; AGMT, pp. 391–405.

Week 11 (March 22) Colossians

Readings: Colossians; AGMT, pp. 407–20.

Week 12 (March 29) Revelation ***Comparative Exegetical Paper Due at Beginning of Class***

Readings: Revelation; AGMT, pp. 555–87.

Week 13 (April 5) Closing Discussion.

Evaluation

Requirements

1. Attendance at class and active participation in tutorials (10%). It is expected that students will attend every class and tutorial. If there is an urgent reason why you cannot be in attendance, you must contact the professor to explain. The class participation grade is worth a significant amount of the final grade and will be allotted on the basis of class attendance and participation in tutorials.

2. Inductive Exegesis Paper: DUE Feb. 8; at the *beginning* of class. Worth 25%.

A 4–6 page paper on 1 Thess 4:13–18, addressing the question: “What does this passage indicate about Paul’s opinion concerning the identity and work of Jesus Christ?”

Instructions: The paper must include the following sections: (As you can see, there is a value attached to each section. Be sure that the amount of space and effort you devote to each section reflects the value assigned).

1. Context of Passage (15%)

Observe where this passage fits in the letter, what has gone before it, what comes after it, and what function this passage serves in the letter. You will rely first on reading the letter several times without the help of commentaries, and then use commentaries to help you understand.

NOTE: Use primarily commentaries in major series, such as Anchor Bible Commentary Series, Hermeneia, Word Biblical Commentary Series, The International Critical Commentary Series, The New International Greek Testament Commentary Series, The New International Commentary on the New Testament, etc. You can also be guided by the list of recommended reading on p. 446 in the textbook by Achtemeier et al.

2. Observations and Your Opinion (65%)

Articulate what the problems are with interpreting this particular passage (1 Thess 4:13-18), and offer your opinion about what Paul was saying. Be sure to give reasons for what you think Paul is saying.

Preparation: Preparation for the presentation of your ideas for this second part of the paper requires you asking yourself: what words and phrases are difficult to understand, and/or what concepts and events are difficult to make sense of? As with the first step, prior to consulting secondary sources, read the passage over several times with these questions in mind. Make notes on the challenges you have for understanding what Paul is saying, then refer to scholarly aids such as commentaries, Bible dictionaries, Theological Dictionary of the New Testament (TDNT), books, or articles.

NOTE: This preparatory work is not meant to be documented in your paper. It is, however, essential that you do it in order to properly present your observations and opinions.

After this preparation: Present in cogent and concise form your observations and opinions about what Paul is saying and why you think this.

You must reference other scholarship properly. If you are unsure of how to do so, please consult K. L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations* (Chicago: University of Chicago Press, 2007). Available at Crux Bookstore.

Note: The bibliography and footnotes should indicate that you have consulted at least four secondary sources.

3. The Passage’s Contribution to Christology (15%)

Suggest what Paul may be saying about the work of Christ and the significance of Christ's work for God's creation. That is, how does this passage contribute to an understanding of Paul's Christology?

4. Practical Use and/or Questions that Remain (5%)

Ideas for preaching or teaching, or questions for further study.

Please Note:

- a. Your grammar and style will be taken into account in the grading. Be sure that you submit the final result of your work, and not a draft.
- b. Plagiarism is a serious offence. *The **minimum** penalty for a plagiarized paper is the grade of zero.* If you borrow ideas, distinctive phrases or whole sentences from print or internet sources, you must acknowledge your sources.

3. Comparative Exegetical Paper: DUE Mar. 29; at the *beginning* of class. Worth 35%

A 6–8 page paper describing and comparing the identity and significance of Jesus Christ in the following passages: Hebrews 1:1–4 and Phil 2:5–11.

Instructions:

Preparation: For each of Hebrews 1:1–4 and Phil 2:5–11 follow the steps (except for #4) outlined above for the Inductive Exegesis Paper. Following these steps is the preparatory work for writing the paper. That is, the paper you hand in will not describe in detail, or in order, the essential work you do in the preparatory inductive study of the passages. Evidence of your having done this work, however, will be clear in the observations and footnotes you include in your final product.

The paper must include the following sections. As with the Inductive Exegesis Paper, there is a value attached to each section. Be sure the amount of space and effort you devote to each section reflects the value assigned.

1. Interaction between the Two Passages (80%)

The paper will put Hebrews 1:1–4 and Phil 2:5–11 in interaction with each, looking at the similarities and differences between their views of the significance of Christ's identity. This section must evidence the preparatory work described above.

2. Relevance for Proclamation (20%)

Discuss how the similarities and differences you have noted affect presenting, teaching and proclaiming Christ today.

Note: Consult at least four secondary sources (commentaries, monographs and/or articles).

See above (under instructions for Inductive Exegesis Paper) regarding recommended commentaries, warnings about plagiarism and the importance of style.

4. Tutorial Leadership 20%

Starting Jan. 25, there will be two 25 minute student-led discussions during the tutorial. Students will sign up for either presentation #1 or presentation #2. Presentations are worth 20%.

Presentation #1: Present the story of Jesus hidden beneath the NT book assigned for that week. Write a brief story of Jesus on the basis of the evidence of the assigned NT book.

An excellent presentation will evidence careful study of the NT book and will be in the form of an engaging *story*. Remember that a story has a beginning, a middle and an end. A story has suspense, conflict, passion, climax, denouement. A story has characters who have personalities who often have differing agendas and value systems. The story of Jesus you write on the basis of your assigned book may include characters other than Jesus, such as God, Satan, humanity, creation, the author of the book on which you are working, etc.

Please note that this is a story of *Jesus* – Jesus must be one of the characters in the story. Try to get inside the mind of the NT author you are reading and imagine the narrative of Jesus that (consciously or unconsciously) informed what he wrote to the original audience.

Reading your story to the tutorial group must take NO LONGER THAN 15 minutes. You MUST leave time for discussion (10 minutes at least). *You need to have directive questions prepared in order to stimulate discussion.* The discussion should be centred on interesting aspects of the story of Jesus which you have found embedded in the NT book with which you worked and which you tried to highlight by means of your narrative.

Hand in your story and questions for grading. Worth 20%.

OR

Presentation #2: Represent the original audience to which that week’s Biblical book is addressed. The rest of the tutorial group will be the author of that book, responding to the queries of the audience’s representative presented by their fellow student. For instance, on Jan 25, one student will ask questions of Paul on behalf of the Thessalonians. The questions which that student generates must be relevant to the book, thereby allowing ‘Paul’ (the rest of the tutorial group), to use the Biblical book to answer the queries. On Jan. 19, to continue the example, the tutorial group will respond with the words, ideas or trajectories of thought found in 1 Thessalonians. The leader’s questions to ‘Paul’ (the tutorial group) must center on the identity and significance of Jesus.

As leader, use your historical imaginations – you are a brand new believer and many of the claims about Jesus are unprecedented or, at the very least, unusual!

Hand in your questions for grading. Worth 20%.

(The *tutorial group’s* responsibility is to use the Biblical text as the basis of their responses.).

5. Weekly Questions: 10%.

For each of the 10 weeks for which readings are assigned, students shall hand in one question on the reading assigned from the textbook (not the Biblical reading). The question must demonstrate that students have read and grappled with the textbook material. Each question is worth 1%. *They must be handed in at the beginning of class (i.e., before the lecture begins) to your tutorial leader.*

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

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).

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.