



Winter, 2025

Course Identification

Course Number: WYB1501HS
Course Name: From the Gospel to the Gospels (New Testament I)
Class Location: Online
Class Day & Time: Asynchronous

Instructor Information

Instructor: Lyn Nixon, Ph.D.
E-mail: lyn.nixon@utoronto.ca
Office Hours: Via Zoom or Google Teams, as arranged

Course Prerequisites or Requisites

None.

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

The methodology used in this course is a combination of lectures/media presentations, assigned readings, Quercus discussion and forum postings, and oral/video and written assignments.

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will be able to:	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
<ul style="list-style-type: none"> Demonstrate a familiarity with the content of the four Gospels. 	Preaching/Teaching Plan, Discussions #2-5, Narrative Analysis, Presentation, Forum, Final Paper	MTS: 1.1 MDiv: 1.1, 1.3
<ul style="list-style-type: none"> Describe the historical and cultural context in which the Christian movement emerged and in which the Gospels were produced. 	Discussion #1, Quiz	MTS: 1.1, 1.3 MDiv: 1.2, 1.4
<ul style="list-style-type: none"> Identify source-critical, text-critical, genre, and other literary-critical questions, and demonstrate an ability to analyze the Gospels through these lenses. 	Discussions #2-5, Quiz, Preaching/Teaching Plan, Narrative Analysis	MTS: 1.1, 2.2 MDiv: 1.2, 2.2
<ul style="list-style-type: none"> Apply canonical perspective and theological perspective to a reading of the Gospels. 	Preaching/Teaching Plan; Narrative Analysis, Presentation, Forum, Final Paper	MTS: 1.1, 2.1, 3.3 MDiv: 1.1, 2.1
<ul style="list-style-type: none"> Identify and assess elements of unity/diversity and continuity/development in the formation of early Christianity. 	Discussions #2-5, Final Paper	MTS: 1.3, 2.1 MDiv: 1.1, 1.4, 2.1
<ul style="list-style-type: none"> Demonstrate an ability to consider different viewpoints and to relate in a mature and collegial manner with those who hold them. 	All Discussions, Forum, Final Paper	MTS: 1.5, 2.1, 3.1 MDiv: 1.5, 2.1, 2.2, 3.3

Course Resources

Required Course Texts (some available as e-books through the Graham Library)

- Burge, Gary. *A Week in the Life of a Roman Centurion*. Downers Grove, IL: IVP Academic, 2015. (Available through the St. George Campus Bookstore).
- Brown, Jeannine K. *The Gospels as Stories*. Grand Rapids: Baker Academic, 2020. (Available as e-book through the Graham Library).
- Evans, Craig A., and Stanley E. Porter, eds. *Dictionary of New Testament Background*. Downers Grove: IVP Academic, 2000. Abbreviated: *DNTB*. (Available as e-book through the Graham Library).
- Green, Joel B., Jeannine K. Brown, and Nicholas Perrin, eds. *Dictionary of Jesus and the Gospels*, 2nd ed. Downers Grove: IVP Academic, 2013. Abbreviated: *DJG*. (Available as e-book through the Graham Library).

- Strauss, Mark. *Four Portraits: One Jesus*, 2nd ed. Grand Rapids: Zondervan Academic, 2020. (Available through the St. George Campus Bookstore).
- Vanhoozer, Kevin J., ed. *Dictionary of Theological Interpretation of the Bible*. Grand Rapids: Baker, 2005. Abbreviated: *DTIB*. (Available as e-book through the Graham Library).
- For each Gospel, at least 2 of the following 4 **commentary** choices. All but *South Asia Bible Commentary* are available as e-books through the Graham Library:
 - Matthew
 - Kapolyo, Joe. "Matthew." In *Africa Bible Commentary*, 1131-1196. Grand Rapids: Zondervan, 2010.
 - Levine, Amy-Jill. "Gospel of Matthew." In *Women's Bible Commentary*, 3rd ed., 640-657. Louisville: Westminster John Knox Press, 2012.
 - Wintle, Brian. "Matthew." In *South Asia Bible Commentary*, 1219-1284. Grand Rapids: Zondervan, 2015.
 - Zacharias, H. Daniel. "Gospel of Matthew." In *The New Testament in Color: A Multiethnic Bible Commentary*, 69-114. Downers Grove: IVP Academic, 2024.
 - Mark
 - Cole, Victor B. "Mark." In *Africa Bible Commentary*, 1997-1228. Grand Rapids: Zondervan, 2010.
 - Maben, Dexter. "Mark." In *South Asia Bible Commentary*, 1285-1326. Grand Rapids: Zondervan, 2015.
 - Malbon, Elizabeth Struthers. "Gospel of Mark." In *Women's Bible Commentary*, 3rd ed., 658-677. Louisville: Westminster John Knox Press, 2012.
 - Smith, Kay Higuera. "Gospel of Mark." In *The New Testament in Color: A Multiethnic Bible Commentary*, 141-188. Downers Grove: IVP Academic, 2024.
 - Luke
 - Chen, Diane G. "Gospel of Luke." In *The New Testament in Color: A Multiethnic Bible Commentary*, 193-243. Downers Grove: IVP Academic, 2024.
 - Isaak, Paul J. "Luke." In *Africa Bible Commentary*, 1229-1276. Grand Rapids: Zondervan, 2010.
 - Schaberg, Jane D., and Sharon H. Ringe. "Gospel of Luke." In *Women's Bible Commentary*, 3rd ed., 678-702. Louisville: Westminster John Knox Press, 2012.
 - Takatemjen. "Luke." In *South Asia Bible Commentary*, 1327-1385. Grand Rapids: Zondervan, 2015.
 - John
 - Echevarria, Miguel G. "Gospel of John." In *The New Testament in Color: A Multiethnic Bible Commentary*, 261-310. Downers Grove: IVP Academic, 2024.
 - Gine, Pratap C., and Jacob Cherian. "John." In *South Asia Bible Commentary*, 1386-1450. Grand Rapids: Zondervan, 2015.
 - Ngewa, Samuel M. "John." In *Africa Bible Commentary*, 1277-1322. Grand Rapids: Zondervan, 2010.
 - O'Day, Gail R. "Gospel of John." In *Women's Bible Commentary*, 3rd ed., 709-727. Louisville: Westminster John Knox Press, 2012.

Here is the link to the adopted course materials for WYB1501 on the bookstore website:
<https://www.uoftbookstore.com/adoption-search-results?ccid=5907571&itemid=394599>

Note that materials on reserve can be found at the main UofT Bookstore (St. George).

Other Required Materials (Links or PDF provided in Quercus):

- Bartlett, David L. and Allen R. Hilton. "The Gospel of Mark: Dense Disciples." Yale University. (YouTube). <https://youtu.be/M10M6h0I8Cl?si=qSKD-z-vBHsGGNbd>
- Beers, Holly. "Luke and the Servant." In *The Followers of Jesus as the 'Servant': Luke's Model from Isaiah for the Disciples in Luke-Acts*, 126-175. London: Bloomsbury T&T Clark, 2015.
- Bible Project. "Gospel." (YouTube). <https://youtu.be/HT41M013X3A?si=onZYhJT5x1WlfWud>
- _____. "Gospel of John: Summary (Part 1)." (YouTube). <https://youtu.be/G-2e9mMf7E8?si=PAvQECN08dvOliad>
- _____. "Gospel of John: Summary (Part 2)." https://youtu.be/RUfh_wOsauk?si=h9m4tALZQepO6YK5
- _____. "Gospel of Luke Summary (Part 1)." (YouTube). https://youtu.be/XIb_dClxzo?si=09cuu1xkltSRJB75
- _____. "Gospel of Luke Summary (Part 2)." (YouTube). https://youtu.be/26z_KhwNdD8?si=az3i3mDTYys41GvM
- _____. "Gospel of Mark: Summary." (YouTube). <https://youtu.be/HGHqu9-DtXk?si=9WoafqvlkrYdcQo8>
- _____. "Gospel of Matthew Summary (Part 1)." (YouTube). <https://youtu.be/3Dv4-n6OYGI?si=oYNfHbzJOYAv9JoF>
- _____. "Gospel of Matthew Summary (Part 2)." (YouTube). <https://youtu.be/GGCF3OPWN14?si=0c5IUOskwtTfP5wZ>
- _____. "New Testament Summary." (YouTube). <https://youtu.be/Q0BrP8bqi0c?si=6eLx7UTn0NjQ-2GD>
- Bird, Michael, and Nijay Gupta. "Chat on the Gospel of John." Early Christian History with Michael Bird. (YouTube). <https://youtu.be/rYfDCOoF0jU?si=NyBpUrM5MonS61EE> (minute 4:02-37:56)
- Bock, Darrell. "Women, the Poor, and Social Dimensions in Luke-Acts." Zondervan. (YouTube). <https://youtu.be/xCHg7fGmWQM?si=U4O1anX5vwQVUdM1>
- Brown, Jeannine. "Genre and Communication." In *Scripture as Communication*, 2nd ed., 135-162. Grand Rapids: Baker Academic, 2021.
- Brown, Michael. In "Why Jesus' Resurrection Matters." Gary Habermas. (YouTube). <https://youtu.be/COFHawz-A7o?si=PIEO9fWU36qDovp>. (minute 7:36-9:35)
- Dongell, Joseph. "Who Was Jesus in the Gospel of Mark?" Seedbed. (YouTube). https://youtu.be/8J2LP9_f3SY?si=qBsa1_8OrJwUbgqv
- Gooder, Paula. "The Gospel of John." Timeline Theological. (YouTube). https://youtu.be/ZBD1dRXBWk4?si=A5TfiRuVINcX_fnR
- Gundry, Robert H. "A Survey of the New Testament Video Lectures – Chapter 1." Zondervan. (YouTube). https://youtu.be/zd7wPFgg-eQ?si=-UQArnNIE1_XZKEW
- Lee, Max. "Reading the Bible Interculturally." *The Covenant Quarterly* 73, no. 2 (May 2015): 4-14.

- Levine, Amy-Jill. "Putting Jesus Where He Belongs: The Man from Nazareth in His Jewish World." *Perspectives in Religious Studies* 27 (2000): 167-178.
- McKnight, Scot. "What is the Gospel?" Seedbed. (YouTube). <https://youtu.be/-HdyhUQ3Krs?si=KBSR4r8PGG0uISfn>
- Nixon, Lyn. *Media Presentations and Lecture Notes*. Media presentations will be posted on Quercus as YouTube videos, and the related unpublished notes will be posted on Quercus in the form of PDFs of PowerPoint slides for students' personal use and study. Although you are permitted to print out the PDFs for personal use and study, *you are not to distribute these notes or the YouTube videos to anyone outside the course in any form without written permission from the instructor.*
- Powell, Mark Allan. "Matthew's Beatitudes: Reversals and Rewards of the Kingdom." *Catholic Biblical Quarterly* 58 (1996), 460–79.
- Strauss, Mark L. "How to Read a Gospel." Honoring the Word. (YouTube). <https://youtu.be/4HoVPJ2cNUc>.
- Wright, N. T. "What is the Gospel?" N. T. Wright Online. (YouTube). https://youtu.be/ji0XgjPumVI?si=13wGdlWRw_rJJ5P4
- _____. "Why Does Resurrection Matter?" Zondervan. (YouTube). <https://youtu.be/MgiGB21LWmM?si=ixe2ZwmSnmwBdoSW>

Optional Material

- An introduction to the New Testament, such as:
 - Achtemeier, Paul J., Joel B. Green and Marianne Meye Thompson (eds.) *Introducing the New Testament: Its Literature and Theology* (Grand Rapids: Eerdmans, 2001).
 - deSilva, David. In *An Introduction to the New Testament: Contexts, Methods and Ministry Formation*, 2nd ed. Downers Grove: IVP Academic, 2018.
- Burge, Gary M., Lynn H. Cohick, and Gene L. Green. "The World of Jesus in His Jewish Homeland." In *The New Testament in Antiquity: A Survey of the New Testament within Its Cultural Context*, 54-77. Grand Rapids: Zondervan, 2009.
- Carroll-Rodas, Daniel and Darrell Bock. "How Does Narrative Teach Theology and Ethics?" Dallas Theological Seminary. (YouTube). <https://youtu.be/qjKXf4f2l7g?si=057SjjDNN4Z4YkG6>
- Christian Movies. "The Gospel of Matthew Biblical Literature, 2008." (YouTube). <https://youtu.be/yf9jWonGL74?si=e5a0Z9DmwXM1KEh>
- Hays, Richard B. *Echoes of Scripture in the Gospels*. Waco, TX: Baylor University Press, 2016.
- Martin, Dale. "From Stories to Canon." YaleCourses. (YouTube). <https://youtu.be/u72myyXDA74?si=VIBoOiu2VCUOd9J4>. This is one of a series of 26 lectures Dr. Martin gave on the topic of the New Testament History and Literature. They are from a quite liberal theological perspective.
- Snodgrass, Klyne. *Stories with Intent: A Comprehensive Guide to the Parables of Jesus*. Grand Rapids: Eerdmans, 2008.
- Sproul, R. C. "The Bread of Life: Knowing Jesus - The I AM Sayings of Jesus." Ligonier Ministries. (YouTube). <https://youtu.be/hfYsvcmzNM8?si=3PQyv5m7x6bW2l5q>. This is one of a series of videos by Sproul on the "I AM" sayings of Jesus.
- Williams, Peter J. "Do the Gospels Tell the Same Story?" Tyndale House Cambridge. <https://tyndalehouse.com/explore/videos/do-the-gospels-tell-the-same-story/>

Course Website

- Quercus <https://weblogin.utoronto.ca/>. This course uses Quercus 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 will find the link to the website for all your Quercus-based courses. (Your course registration with ROSI gives you access to the course website at Quercus). Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Quercus should ask Thomas Power for help.

Class Schedule

<i>Week</i>	<i>Topic(s)</i>	<i>Assignments</i>
WEEKS 1-3	INTRODUCTORY ISSUES	
Week 1 January 6-10	Introduction to Hermeneutics and Exegesis	Watch: Nixon, "Introduction to NT1" Watch: Nixon, "Presuppositions, Theology and Interpretation" Watch: Nixon, "Context" Watch: Nixon, "Identifying Theme" Watch: Nixon, "Recontextualization" Read: Lee, "Reading the Bible Interculturally"
	Introduction to the New Testament and to Narrative Genre	Watch: Bible Project, "New Testament Summary" Read: J. Brown, "Genre and Communication" Read <i>DNTB</i> : Cross, "Genres of the New Testament" Watch: Nixon, "Narrative Theology"
	Introduction to the Gospels and their Analysis	Read: Strauss, chapters 1-3, 12 (Chapter 11 is optional) Read <i>DJG</i> : Schenk, "Gospel: Good News"; Burrige, "Gospel Genre" Read: J. Brown, <i>The Gospels as Stories</i> , chapters 1, 2, 4, 8, 10 Watch: Bible Project, "Gospel" Watch: Wright, "What is the Gospel?" Watch: McKnight, "What is the Gospel?" Watch: Nixon, "The Genre of the Gospels" Read <i>DJG</i> : Perrin, "Form Criticism"; J. Brown, "Narrative Criticism"; Goodacre, "Redaction Criticism"; Lawrence, "Social Scientific Criticisms" Watch: Strauss, "How to Read a Gospel" Watch: Nixon, "Interpreting the Gospels-Narrative" Participate: Introduction Forum

Week 2 January 13-17	The Political, Religious and Social Setting of the New Testament and of the Gospels	<p>Read: Burge: <i>A Week in the Life of a Roman Centurion</i></p> <p>Read: Strauss, chapters 4-6</p> <p>Read: J. Brown, <i>The Gospels as Stories</i>, chapter 6</p> <p>Watch: Gundry, "A Survey of the New Testament Video Lectures"</p> <p>Read <i>DJG</i>: Bond, "Herodian Dynasty"; Novakovic, "Israel"; Olmstead, "Judaism, Common"; Green, "Kingdom of God/Heaven"; Fletcher-Louis, "Priests and Priesthood"; Rowland, "Prophets, Prophecy"; Hays, "Rich and Poor"</p> <p>Read <i>DNTB</i>: Ulrich, "Hebrew Bible §4, 5"; Stanton, "Hellenism §3-5"; Wilson, "Hellenistic Judaism"; Chilton, "Judaism and the New Testament"; Evans, "Messianism"; Wagner, "Piety, Jewish"; Chilton, "Purity"; Chilton, Comfort and Wise, "Temple, Jewish"</p> <p>Participate: Discussion #1 on Burge book and the Socio-Historical Context of the Gospels</p>
Week 3 January 20-24	Introduction to Jesus	<p>Read: Strauss, chapters 16-17, 20 (chapters 13-15, 19 are optional)</p> <p>Read <i>DJG</i>: Bird, "Christ"; McKnight, "Ethics of Jesus"; Thompson, "God"; Witherington and Yamazaki-Ransom, "Lord"; Pao, "Old Testament in the Gospels"; Anderson, "Resurrection"; Winn, "Son of God"; Bock, "Son of Man"</p> <p>Read <i>DTIB</i>: Wright, "Resurrection Narratives"</p> <p>Watch: Wright, "Why Does Resurrection Matter?"</p> <p>Watch: M. Brown in "Why Jesus' Resurrection Matters" (min 7:36-9:35)</p> <p>Read: Levine, "Putting Jesus Where He Belongs"</p>
	The Synoptic Gospels	<p>Read <i>DJG</i>: Baum, "Synoptic Problem"</p> <p>Watch: Nixon, "Parables"</p> <p>Submit: Quiz on Strauss readings Weeks 1-3</p>
WEEKS 4-5	THE GOSPEL OF MARK	
Week 4 January 27-31	Mark: Getting the Big Picture	<p>Read: The Gospel of Mark</p> <p>Read <i>DJG</i>: Perrin, "Mark, Gospel of"</p> <p>Read: Strauss, chapter 7</p> <p>Watch: Bible Project, "Gospel of Mark: Summary"</p> <p>Watch: Nixon, "Introduction to Mark"</p> <p>Participate: Discussion #2 on issues in Mark</p>
Week 5 February 3-7	Mark: Going Deeper	<p>Read: The Gospel of Mark (in a second translation)</p> <p>Read <i>DTIB</i>: Moritz, "Mark, Gospel of"</p> <p>Read: J. Brown, <i>The Gospels as Stories</i>, chapter 9</p> <p>Read: At least two of: Cole, Maben, Malbon, Smith</p> <p>Watch: Bartlett and Hilton</p> <p>Watch: Dongell</p> <p>Submit: Preaching/Teaching Plan of Mark</p>
WEEKS 6-8	THE GOSPEL OF MATTHEW	
Week 6 February 10-14	Matthew: Getting the Big Picture	<p>Read: The Gospel of Matthew</p> <p>Read <i>DJG</i>: J. Brown, "Matthew, Gospel of"</p> <p>Read: Strauss, chapter 8</p> <p>Watch: Bible Project, "Gospel of Matthew: Summary" (2 parts)</p> <p>Watch: Nixon, "Introduction to Matthew"</p> <p>Sign up for passage for Narrative Analysis of Matthew</p>

		Participate: Discussion #3 on issues in Matthew
Week 7 February 17-21	Reading Week	No assignment due
Week 8 February 24-28	Matthew: Going Deeper	Read: The Gospel of Matthew in a second translation Read <i>DTIB</i> : Gundry, "Matthew, Gospel of" Read: At least two of: Kapolyo, Levine, Wintle, Zacharias Read <i>DJG</i> : Wilkins, "Disciples and Discipleship" Read: J. Brown, <i>The Gospels as Stories</i> , chapter 5 Read: Powell, "Matthew's Beatitudes" Sign up to determine time for Zoom presentations on topics in Luke Sign up for Presentation Topic on Luke Submit: Narrative Analysis of Matthew
WEEKS 9-10	THE GOSPEL OF LUKE	
Week 9 March 3-7	Luke: Getting the Big Picture	Read: The Gospel of Luke Read <i>DJG</i> : Green, "Luke, Gospel of" Read: Strauss, chapter 9 Watch: Bible Project, "Gospel of Luke: Summary" (2 parts) Watch: Nixon, "Introduction to Luke" Participate: Discussion #4 on issues in Luke
Week 10 March 10-14	Luke: Going Deeper	Read: The Gospel of Luke in a second translation Read <i>DTIB</i> : S. Wright, "Luke, Gospel of" Read: Beers Read at least two of: Chen, Isaak, Schaberg and Ringe, Takatemjen Watch: Bock Participate: Zoom presentation on topics Luke and follow-up Forum
WEEKS 11-12	THE GOSPEL OF JOHN	
Week 11 March 17-21	John: Getting the Big Picture	Read: The Gospel of John Read <i>DJG</i> : Keener, "John, Gospel of" Read: Strauss, chapter 10 Watch: Bible Project, "Gospel of John: Summary" (2 parts) Watch: Nixon, "Introduction to John's Gospel" Participate: Discussion #5 on issues in the Gospel of John
Week 12 March 24-28	John: Going Deeper	Read: The Gospel of John in a second translation Read <i>DTIB</i> : Cummings, "John, Gospel of" Read <i>DJG</i> : Williams, "'I Am' Sayings"; Bird, "Synoptics and John" Read: At least two of: Echevarria, Gine and Cherian, Ngewa, O'Day Watch: Bird and Gupta (minute 4:02 to 37:56) Watch: Gooder Submit: Final Paper resources
WEEK 13	FINAL WEEK	
Week 13 March 31 - April 4		Read: Strauss, Chapter 18 Read <i>DJG</i> : Bauckham, "Christology," §2-5 Submit: Reading/Media Report Submit: Final Paper on Christology in the Gospels

Evaluation

Course Assignments

Student performance will be evaluated according to the following methods. Except for Forums and Discussions or as otherwise stated in the Course Schedule, assignments are due by 11:59 pm Eastern Time (Canada) on the last day of the Week.

1. Introduction Forum (1%)

The introduction forum will take place online during Week 1. Only one post is required.

2. Discussions (5 @ 5% each = 25% total)

Participation in online Discussions, including initial posts and response posts, is part of the student grade. Discussion topics/prompts will be posted in Quercus. Discussion participation will be evaluated on the quality of critical thinking in responding to the Discussion prompt (initial post) and in responding to the initial posts of other students.

3. Quiz (5%)

Students will take one closed-book quiz on media lessons and course readings which will include objective (not essay) questions on the work in Weeks 1-3 of this course.

4. Preaching/Teaching Plan of Mark (15%)

Students will outline a preaching or teaching plan for a segment of Mark. Instructions for this assignment can be found in Quercus.

5. Narrative Analysis (15%)

Students will complete a narrative analysis of a passage from Matthew. Instructions for this assignment can be found in Quercus.

6. Presentation and Follow-up Discussion (15%)

Students will give a presentation on a theme of Luke during a synchronous session scheduled on the day/time most convenient for the majority of the students. Students unable to attend the synchronous session may submit a video recording of their presentation to be shown during the session. A recording of the session will be made available for those unable to attend the live session. An online Discussion will be held in the days following the synchronous session to discuss the presentations. Instructions and sign-up information is available in Quercus.

7. Final Paper (20%)

Students will write a final paper comparing the Christology presented in the Gospel of John with that of one of the Synoptic Gospels. Students will also be asked to reflect on the results of this study for their own personal faith journey and/or in their ministry. Instructions for this assignment can be found in Quercus.

8. Reading/Media Report (4%)

Students will submit a report of the amount of the required reading and media viewing from Weeks 4-13 that they have completed.

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

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 form used to apply for an extension (Basic Degree Request for Extension) can be found at <https://www.wycliffecollege.ca/sites/default/files/SDF%20form%20%28fillable%29.pdf>

Course grades. Consistent 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*, 8th edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

FIPPA: Notice of video recording and sharing (Download permissible; re-use prohibited). This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation, and are protected by copyright. In this course, you are permitted to download session videos and materials for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Course Equity, Diversity and Inclusion. The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online, and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.