

Course Syllabus

Vycliffe College

o 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

Instructor Information

Instructor: Catherine Sider Hamilton
E-mail: cath.hamilton@utoronto.ca
Teaching Assistant:
E-mail:

Course Prerequisites or Requisites

Course Description

An introduction to the four Gospels in their historical and canonical setting. Using “socio-literary” and canonical approaches, 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 form of the Gospels. And we will ask canonical 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, on-line and in-class discussion, final exam

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
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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 6, 9, 10, 12; tutorial discussion; final exam	MTS: 1.1 MDiv: 1.1
Identify passages from the Gospels “blind”	Weekly Bible-identification quizzes; 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	Analytical responses to lectures 2, 4, 5, 8; tutorial discussion; final exam	MTS: 1.1 MDiv: 1.1
• Identify source-critical, text-critical and other literary-critical questions, and analyze the Gospels through these lenses.	Analytical responses to lectures 3, 6, 7, 8; tutorial discussion; final exam	MTS: 1.1 MDiv: 1.1
• describe a canonical perspective and apply it to a reading of the Gospels. Describe the importance of method in NT studies.	Analytical response to lecture 2, 3, 9; tutorial discussion; tutorial presentation; final exam	MTS: 1.2 MDiv: 1.2
Identify and assess elements of unity and diversity, continuity and development, in the formation of early Christianity	Analytical responses to lectures 2, 5, 6, 8-12; assignment 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; in-class discussion; 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-line)

Suggested Texts

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

- 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)
(These texts are available at the University of Toronto Bookstore. They will also be on reserve in the Graham library.)

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.) Students who have trouble accessing quercus should ask Thomas Power for further help.

Class Schedule

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

Week 1 (September 11) 1.1 *Introduction*. Read before class: Matt 1:1-17/Mark 1:1-8/Luke 1:1-25/John 1:1-18. Read after class: Lecture 1 (Lectures will be posted on Quercus after the class). Post after class: Response to Analytical Question (AQ) 1.

Week 2 (September 18) 1.2 *Starting Point: The ‘Easter’ Experience*. Read before class: Matt 28:1-10/Mark 16:1-8/ Luke 24:1-12/John 20:1-18. Read after class: Lecture 2. Post after class: Response to AQ 2.

Week 3 (September 25) 1.3 *Questions of Approach: The Gospels as History and Proclamation*. Read before class: Mark 1-8. Read after class: Lecture 3. Post after class: Response to AQ 3. (Optional: *Introducing the New Testament* [INT] 1-13)

Week 4 (October 2) 2.1 *The Jewish Context*. Read before class: Matt 1-4/Mark 1 and 13/Luke 1:1-4:12/John 1-2. Read after class: Lecture 4. Post after class: Response to AQ 4. (Optional: INT 26-47)

Week 5 (October 9) 2.2 *The Gospel of Mark; Easter and the Construction of a New Christian “World.”* Read before class: Mark 9-16. Read after class: Lecture 5. Post after class: Response to AQ 5.

Week 6 (October 16) 2.3 *The Gospel of Mark*. Read before class: Mark 1-16. Read after class: Lecture 6. Post after class: Response to AQ 6. (Optional: INT 123-146).

Week 7 (October 21-25) Reading Week.

Week 8 (October 30) 3.1 *The Gospel of Matthew: Questions of Canon and Formation*. Read before class: Matt 1-12. Read after class: Lecture 7. Post after class: Response to AQ 7. (Optional: INT 89-106).

Week 9 (November 6) 3.2 *The Formation of the Synoptic Gospels*. Read before class: Matt 12-28. Read after class: Lecture 8. Post after class: Response to AQ 8. (Optional: INT 107-121).

Week 10 (November 13) 3.3 *The Gospel of Matthew*. Read before class: Luke 1-9:50. Read after class: Lecture 9. Post after class: Response to AQ 9.

Week 11 (November 20) 3.4 *The Gospel of Luke*. Read before class: Luke 9:51-24. Read after class: Lecture 10. Post after class: Response to AQ 10. (Optional: INT 149-174).

Week 12 (November 27) 3.5 *Jesus: A Bridge between Two Worlds. Intro to The Gospel of John*. Read before class: John 1-12. Read after class: Lecture 11. Post after class: Response to AQ 11. (Optional: INT 175-94). Joint tutorial: Jesus on Trial.

Week 13 (December 4) 3.6 *The Gospel of John*. Read before class: John 13-21. Read after class: Lecture 12. Post after class: Response to AQ 12. (Optional INT 194-205). Bible-Identification Test (25% of final exam).

Wednesday, December 11: Final Exam, 6:45 p.m.-9:00 p.m. (or take-home Tuesday, December 10 at 6:45 p.m. to Wednesday, December 11 at 6:45 p.m.).

Evaluation Requirements

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

Class participation and tutorial posts: 10%

Weekly Bible identification quizzes: 10%

Papers/Presentation: 3x15%

Final exam: 35%.

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/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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