



Course Syllabus Wycliffe College Toronto School of Theology

DRAFT JUNE 2021

Course Identification

Course Number: WYB3641
Course Name: Matthew's Story of Jesus
Class Location: Online via Zoom and Quercus
Class Day & Time: Mondays 11:00 – 1:00

Instructor Information

Instructor: Terence L. (Terry) Donaldson, ThD, Professor Emeritus
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terry.donaldson@wycliffe.utoronto.ca
Office Hours: Phone or Zoom consultation by arrangement

Course Prerequisites or Requisites

WYB 1501 (From the Gospel to the Gospels), or an equivalent introductory course on the Gospels, or (in appropriate circumstances) the permission of the instructor.

Course Description

An introduction to the Gospel of Matthew. While some attention will be paid to traditional forms of analysis (Source Criticism and Redaction Criticism in particular), emphasis will be placed on the nature and function of Matthew as a narrative. Included for consideration will be the story itself, the particular way in which the story is narrated, and the experience of reading, all directed towards a better understanding of the Gospel's function as an instrument of social and ecclesial formation.

Course Methodology

Remote Delivery

- Combination of synchronous sessions via Zoom (Mondays 11:00 – 1:00), participation on a course discussion board via Quercus, and individual reading and other work at home.
- Introduction to the course prior to the first class: a video, in which the instructor will introduce himself and describe how the course will work; preliminary postings by students on the discussion board.

- Eleven modules spread over the twelve weeks of the semester. Each module will be introduced one week, work for the module will proceed during the week, and the module will wrap up the following week. In more detail:
 - Zoom session: short introduction to the new module at the end of the Zoom session for the previous module
 - During the week: listening to a segment of Matthew; reading a lecture for the week; engagement with selected passages (mostly from Matthew); contribution to a discussion board
 - Zoom session: class discussion of the selected passage, in light of the content of the lecture

Modules

Here are the topics for each module, together with dates. More detailed information about each module will be posted on the Quercus site.

Introduction

Module 1 (Sept 13-20)	The Gospels as edited tradition, as narrative and as gospel
Module 2 (Sept 20-27)	The emergence of narrative criticism

Matthew's Gospel: The Story

Module 3 (Sept 27–Oct 4)	Elements of a story
OCT. 11—THANKSGIVING, NO CLASS	
Module 4 (Oct 4-18)	The plot of Matthew's story: the vindicated Son
Module 5 (Oct 18–Nov 1)	Characters in Matthew's story

READING WEEK (OCT 25-29)

Module 6 (Nov 1-8)	The plot of Matthew's story: Jesus' people
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Matthew's Gospel: The Telling

Module 7 (Nov 8-15)	Discourse: the telling of a story
Module 8 (Nov 15-22)	Matthew's discourse: modes of narration
Module 9 (Nov 22-29)	Matthew's discourse: structure

Matthew's Gospel: The Reading

Module 10 (Nov 29–Dec 6)	Matthew's readers: implied or ideal reader
Module 11 (Dec 6-13)	Reading Matthew's story of Jesus

Assignments

In addition to weekly work, there will be two written assignments, for which further information will be given during the course:

- Short paper (5-6 pp. or so), due by Nov 1
- Final paper: A formal paper, 10–12 pages (2500–3000 words), with footnotes or endnotes and a bibliography, on a selected topic. A list of possible topics will be distributed in class. Alternatively, students could arrange to do a particular project (e.g., to design a parish education project as part of a Christian Ed portfolio). The paper or project will be due at the end of the examination period (Dec 17).

Course Outcomes

Students successfully completing this course will have demonstrated the following learning outcomes. For the benefit of Wycliffe students, each of these outcomes is correlated with one or more outcomes of the degree programs (having to do with aspects of knowledge, praxis and professional character that will be characteristic of a typical graduate of the program). These program outcomes are available on the Wycliffe College website.

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe’s statements of program outcomes:
<ul style="list-style-type: none"> • will be able to compare narrative criticism with earlier approaches based on tradition [Source and Redaction Criticism] 	<ul style="list-style-type: none"> • discussion for Module1 (discussion board & Zoom session) • final paper 	MTS: 1.1 MDiv: 1.1; 1.2
<ul style="list-style-type: none"> • will be able to describe the assumptions, tools and procedures of Narrative Criticism and to engage in narrative-critical analysis; 	<ul style="list-style-type: none"> • discussion for all modules (discussion board & Zoom sessions) • short paper • final paper 	MTS: 1.1 MDiv: 1.1; 1.2
<ul style="list-style-type: none"> • will be able to identify and describe distinctive features of Matthew’s Gospel; 	<ul style="list-style-type: none"> • discussion for Modules 2-6, 8-9, 11-12 (discussion board & Zoom session) • short paper • final paper 	MTS: 1.1 MDiv: 1.1; 1.2
<ul style="list-style-type: none"> • will be able to engage in constructive reflection on the contemporary theological significance of the Gospel of Matthew. 	<ul style="list-style-type: none"> • discussion for Modules 11 & 12 • final paper 	MTS: 2.1; 3.1 MDiv: 1.5; 2.1; 3.3

Course Resources

Supplementary Course Texts

Because this course is being offered remotely, the material that would normally be presented in the form of in-class lectures will instead be presented as written “lectures” that students will read each week at home. For this reason, there will not be an assigned text other than the

Gospel of Matthew itself. The NRSV will be normally used in class, though students can use other contemporary translations for their own use. Students with facility in Greek are encouraged to use the Greek NT where appropriate.

In addition, several other items are recommended as supplementary reading. For an excellent introduction to narrative criticism as it pertains to Matthew, see Mark Allan Powell, "Literary Methods and the Gospel of Matthew," pp. 44-82 in a volume that he edited, *Methods for Matthew*, (Cambridge: Cambridge University Press, 2009). This book is accessible online through the library. For a broader introduction to Matthew, one that also pays special attention to literary and narrative elements, students are encouraged to consult Warren Carter, *Matthew: Storyteller, Interpreter, Evangelist* (2nd ed.; 2004). The volume was published originally by Hendrickson Publishers but it is now distributed by Baker Academic. Students who want to do more reading in the area of NT narrative criticism more generally might consult the following: James L. Resseguie, *Narrative Criticism of the New Testament* (Grand Rapids: Baker, 2005).

In addition, some students will find a Gospel synopsis to be useful. The most common synopsis is Burton H. Throckmorton, *Gospel Parallels* (5th ed.; Nashville: Thomas Nelson, 1992). Students who have Greek (and money to spend) might consider Kurt Aland, *Synopsis of the Four Gospels: Greek-English Edition* (Peabody, MA: Hendrickson, 2006).

Course Website(s)

Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the U of T Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the My Courses module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> .

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*, 9th edition (Chicago: University of Chicago Press, 2018).

Bibliography

A bibliography will be available on the course website.

Evaluation

Requirements

The final mark for the course will be based on evaluations in three areas:

- (1) Participation [30%]
- (2) Short paper [25%]
- (3) Final paper or project [45%]

Further information on each area, together with expectations and assessment benchmarks, will be provided on the course website.

Grading System - Basic Degree Students

1000-, 2000- and 3000-level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD)

Basic Degree students are expected to hand in assignments by the date given in the course outline. The absolute deadline for the course is 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.

While some allowance will be made for the weakness of the flesh and the vicissitudes of life, late penalties will be imposed in egregious cases. Late penalties are not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

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 to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy (found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf), policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Accessibility

Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs 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* and the Graduate program Handbooks (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/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course 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>.

Back-up copies

Please make back-up copies of essays before handing them in.

Obligation to check email

At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor

The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

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