



Course Syllabus Wycliffe College Toronto School of Theology

DRAFT JUNE 2021

Course Identification

Course Number: WYB 6641
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

Open to all graduate students (i.e., in MA, ThM or PhD programs). Normally, graduate students in Biblical studies are expected to work on the basis of the Greek text.

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.

	<i>Introduction</i>
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
	<i>Matthew's Gospel: The Story</i>
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
	<i>Matthew's Gospel: The Telling</i>
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
	<i>Matthew's Gospel: The Reading</i>
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 four written assignments, for which further information will be given during the course:

- Short paper (6 pp. or so): On a selected passage (to be chosen from a short list of passages); due by Nov 1.
- Readings: In addition to the text by Warren Carter (see below), students are expected to read an additional 500 pages of material pertinent to the content of the course (narrative criticism, Matthew's Gospel), drawn from the class bibliography or other pertinent secondary literature. At least 200 pages should be drawn from section 2 ("Methodology") in the bibliography. This reading needs to be completed by Dec 1, by which point a list of readings is to be submitted. Reading done in preparation for the final paper can be included, though the reading needs to be done by this date.
- Proposal for final research paper: The proposal should contain a clear indication of the research topic, the research question, the procedure by which you intend to deal with the question, a tentative outline and a working bibliography. The proposal is due by Dec 1.

- Final paper: A substantial scholarly paper (20 pages/6000 words or so), dealing with some aspect of Matthew’s Gospel from the perspective of either narrative or redaction criticism. (Other approaches are possible; consult with the professor.) The paper is due by the end of exam week (Dec 18); extensions can be arranged.

Normally, graduate students in Biblical studies are expected to work on the basis of the Greek text.

Course Outcomes

Each graduate program has detailed statements of “degree level expectations” (goals and outcomes) found in the respective program Handbooks. The harmonized course goals and outcomes (below) describe the level of knowledge and skill that will be characteristic of a typical graduate of the program. Instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide benchmarks for course evaluation/grading and program assessment. Doctoral students are typically required to demonstrate higher levels of ability or expertise.

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p>EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i></p>		
<p>1. Depth and Breadth of Knowledge is defined as a set of increasing levels of understanding within a student’s area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.</p>	<p>By the end of this course, students</p> <ul style="list-style-type: none"> • will be able to describe the assumptions, tools and procedures of Narrative Criticism and to relate this method constructively to other methods of Gospels criticism; • will be able to carry out a thoroughgoing narrative critical analysis of an aspect of Matthew’s Gospel; • will be able to identify and describe the distinctive features of Matthew’s Gospel and to analyse their narrative function. 	<p>These outcomes will be demonstrated through the following course elements:</p> <ul style="list-style-type: none"> • discussion for each module (discussion board and Zoom session) • short paper • final research paper

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p>2. Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.</p>	<p>By the end of this course, students will have planned and carried out a project of research—identifying a fruitful (though not necessarily new) question concerning an aspect of Matthew’s Gospel, locating the question within a relevant body of scholarly discussion, drawing on pertinent aspects of Narrative Criticism to address the question, carrying out a reasoned argument on the basis of the evidence, and coming to a conclusion.</p>	<p>This outcome will be demonstrated through the following course elements:</p> <ul style="list-style-type: none"> • paper proposal • final research paper
<p>3. Level of Application of Knowledge is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.</p>	<p>By the end of the course, students will have demonstrated an ability to use at least one language in addition to English (including Hellenistic Greek in the case of students in Biblical studies) in their research.</p>	<p>This outcome will be demonstrated through the following course elements:</p> <ul style="list-style-type: none"> • discussion for most modules (discussion board and Zoom session) • short paper • final research paper
<p>4. Professional Capacity or Autonomy is defined as the ability to translate the knowledge gained in other research or professional settings, e.g., to undertake further studies in their area of concentration; or to enter or return to other professional vocations for which an advanced understanding of</p>		

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
Theological Studies is necessary or beneficial.		
<p>5. Level of Communication Skills is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs.</p>	<p>By the end of the course, students will have demonstrated facility with the following scholarly skills:</p> <ul style="list-style-type: none"> • clear and effective communication in both oral and written forms • the construction of a logical argument • the making of informed judgments on complex issues • the use of standard conventions of style for scholarly writing • the identification of pertinent secondary literature and the construction of a bibliography 	<p>This outcome will be demonstrated through the following course elements:</p> <ul style="list-style-type: none"> • postings on discussion board • short paper • paper proposal • final research paper
<p>6. Awareness of the Limits of Knowledge is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.</p>	<p>By the end of the course, students will have demonstrated an ability to reflect on the theological significance of the Gospel narratives for the contemporary church in its ecumenical context.</p>	<p>This outcome will be demonstrated through in-class interaction with students from other ecclesiastical and theological traditions.</p>

Course Resources

Required Course Texts/Bibliography

In addition to the Gospel of Matthew itself, one secondary text will be assigned as required reading: Warren Carter, *Matthew: Storyteller, Interpreter, Evangelist* (2nd ed.; Peabody, Mass.: Hendrickson, 2004). Note that while this book was originally published by Hendrickson, it is now distributed by Baker Academic.

In addition, a Gospel synopsis will be useful. The most common synopsis on the English text (NRSV) 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). Students who do not work in Greek but who would appreciate a synopsis that provides a better means of comparing the Greek text of parallel passages might consider Zeba A. Crook, *Parallel Gospels: A Synopsis of Early Christian Writing* (Oxford; New York: Oxford University Press, 2012).

A bibliography will be available on the course website.

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).

Evaluation

Requirements

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

- Preparation and participation [30%]
- Short paper [20%]
- Paper proposal (10%)
- Final research paper [40%]

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

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale;

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

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

Late work (Graduate)

The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

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.