



NT 602 *Gospel of Matthew* (3)
Winter 2005
Instructor: Kenneth A. Fox

Contacting the Instructor

Office:	Room 735
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Class Times:	Thursdays, 14:30 – 15:45; 16:00 – 17:15
Class Location:	Room 633
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Course Description

An expositional study of the Gospel of Matthew and an exploration of the literary, argumentative, historical context, and theological content of the Gospel. Particular attention is given to Matthew's theology of Christ, common and distinctive features of Matthew, Parables, and various methods employed in the study of Matthew.

Students taking this course should probably not take *Jesus and the Synoptic Gospels* (NT 601). Students interested in a second course in Gospels might consider *Gospel of Luke* (NT 603), *Johannine Literature* (NT 604), or an Independent Study (NT 750).

Prerequisite: New Testament Foundations (NT 501) or equivalent.

Course Objectives

At the successful completion of this course, each student is expected to have achieved competence in the following areas:

- 1 Comprehensive grasp of the basic content, structure, historical context, and theological perspective of the Gospel of Matthew
- 2 Ability to exegete and interpret the Gospel of Matthew according to a clearly articulated exegetical method and hermeneutic:

- Word study using Greek-language tools
 - Use of a synopsis
 - Redaction-critical & literary study
- 3 Theological aptitude to integrate the theology of the Gospel of Matthew into the student's own personal, theological, and ministerial formation
 - 4 Facility to apply the teaching of the Gospel in solving problems faced in Christian life and world today
 - 5 Competence to express her or his views verbally and guide others in reflecting on the course content and textbook in group discussion

Required Texts

Booth, W. C., G. G. Colomb, and J. M. Williams. *The Craft of Research*. Second Edition. Chicago: University of Chicago Press, 2003.

Wilkins, Michael J. *Matthew*. The NIV Application Commentary. Grand Rapids: Zondervan, 2004.

Recommended Texts

Hacker, Diana, *A Canadian Writer's Reference*. Third edition. Boston: Bedford/St. Martins, 2004.

Throckmorton, B. H. *Gospel Parallels: A Comparison of the Synoptic Gospels/New Revised Standard Version*. Nashville: Thomas Nelson, 1992.

On Reserve

Booth, W. C., G. G. Colomb, and J. M. Williams. *The Craft of Research*. Second Edition. Chicago: University of Chicago Press, 2003.

Wilkins, Michael J. *Matthew*. The NIV Application Commentary. Grand Rapids: Zondervan, 2004.

Throckmorton, B. H. *Gospel Parallels: A Comparison of the Synoptic Gospels/New Revised Standard Version*. Nashville: Thomas Nelson, 1992.

Course Schedule

NOTE: the paginations in brackets on the first line for each week, e.g., (Wilkins, 19-128) are NOT required readings for that week. They indicate paginations in the textbook corresponding to the material I hope to cover in class that week

Week

1	January 6	Matthew 1-2	(Wilkins 19-128)
2	January 13	Matthew 3-4	(Wilkins 129-189)
3	January 20	Matthew 5	(Wilkins 190-268)
		<i>Group discussion #1: Wilkins 190-268</i>	
	January 27	NO CLASS	
4	February 3	Matthew 6	(Wilkins 269-306)
		<i>Group discussion #2: Wilkins 269-306</i>	
5	February 10	Matthew 7	(Wilkins 307-336)
		<i>Group discussion #3: Wilkins 307-336</i>	
	February 17	NO CLASS	
6	February 24	Matthew 8-11	(Wilkins 337-434)
7	March 3	Matthew 12-15	(Wilkins 435-551)
8	March 10	Matthew 16-19	(Wilkins 552-661)
9	March 17	Matthew 20-21	(Wilkins 662-712)
		<i>Group discussion #4: Wilkins 662-712</i>	
10	March 24	Matthew 22-23	(Wilkins 713-767)
		<i>Group discussion #5: Wilkins 713-767</i>	
11	March 31	Matthew 24-25	(Wilkins 768-822)
		<i>Group discussion #6: Wilkins 768-822</i>	
12	April 7	Matthew 26-28	(Wilkins 823-972)

Course Requirements

Apart from group discussion, students are free to design course requirements to meet their needs and interests, so long as they work only within the Gospel of Matthew.

Group discussions (20%)

There will be six in-class, discussion times of approximately 45 minutes each. Students will discuss portions of Matthew together with the textbook *Matthew* Michael J. Wilkins. These discussions have four purposes:

- 1 to challenge students to develop their critical, thinking skills as they reflect, in a group-context on the content of the Gospel and the textbook
- 2 to enable students to improve their skills in developing theological arguments and express their views verbally in group discussion
- 3 to empower students to foster their ability in leading fellow students in group discussion
- 4 to encourage students to listen respectfully and tolerantly to views not their own

In the second class, students will be divided into groups of five or six. In groups, students will discuss together what makes for an excellent discussion. They will also establish a way to contact each other outside of class (exchanging email addresses is easiest). They will also assign themselves the weeks for which they will be responsible for leading the discussion.

Responsibilities of the group leader. Once (possibly twice for one or two students) during the course each student will lead the group discussion. The group leader has two responsibilities:

- 1 During the group discussion, the group leader's responsibility is to guide the discussion and keep things on track. The group leader should not prepare a mini-lecture. The leader may choose to use some of the questions prepared in advance
- 2 After the discussion, the leader will assign a participation grade for each student and submit the grade to the teacher (grade from one to four, with four being highest). Base the grade on the following criteria:
 - If a student's comments during the discussion reflected an informed reading of assigned material, allocate a higher grade

- If the student has contributed their fair share (not too much, not too little), allocate a higher grade
- If a student has dominated discussion in inappropriate ways, reduce their grade
- If a student has not contributed or contributed only minimally, assign a low grade
- If a student has contributed but their contributions were not informed by a careful reading of the material, assign a low grade
- *Most importantly, has the discussion led to a better understanding of the textbook and to a critical interaction with it?*
- All grades are confidential (leaders may give fraction grades: e.g., 2.7)

Responsibilities of the student as group participant. Students should come each week having read the assigned materials carefully and reflectively. Since the group leader may use some of the questions distributed in advance, it may be wise to think about those questions. In addition, students should come with their own questions and comments based on the readings.

Responsibilities of the professor. The professor will provide discussion questions, which group leaders may supplement.

Written work (80%)

Students should submit a maximum of twenty-five (25) pages (double-spaced) of written work for the course. They may write one large paper, or two or more smaller papers. Students are free to prepare exegetical papers and/or thematic papers.

A few pages of the total amount should consider ways by which you might apply your exegetical research today. You may have general comments of application, or Bible study and sermon outlines. Guidelines will be provided in class for researching and writing. These, together with *The Craft of Research*, must be followed closely.

Students will present their findings to their groups *only* on the date the assignment is due. Condense your paper into a five-minute, oral presentation with a one-page handout for your group members. Design the one-page handout in such a way that it may be useful to the group members in future. Please submit the one-page handout together with the paper to the professor.

DUE DATES:	One paper	March 17
	Two papers	February 10 March 17
	Three papers	February 10 March 17 March 31

Course Grade

Group discussions	20%
Written work	80%

Important Notes

- *Craft of Research Seminar.* Friday January 14 from 11:15 AM - 2:15 PM (lunch break at 12:30) in Room 809. This seminar, though not required, will be useful for researching, writing, and revising the exegetical paper later in the course. Attendance will be taken at the seminar and bonus points factored into the student's grade. Bring your copy of the book and a hi-liter to the seminar
- Submit all written work with your mailbox number in large font at the top center of the title page. *Papers will returned only to student mailboxes*
- Last day to enter course without permission and/or voluntarily withdraw from course without financial penalty: January 14
- Last day to voluntarily withdraw from course or change to audit without academic penalty: March 11
- *Policy on extensions.* Requests for a course extension must be submitted to the Registrar's Office by Wednesday April 20. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control." All written assignments turned in after Wednesday April 20 must be submitted to the switchboard on the sixth floor. The professor will not accept any written work after Wednesday April 13 (4 PM) without approval from the Registrar's Office
- *Plagiarism and Academic Dishonesty Policy.* The seminary maintains a zero tolerance policy on plagiarism and academic dishonesty