

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	MATTHEW NEWT 0624 1A
Date, Time, and Delivery Format	SEPTEMBER 12 – DECEMBER 9, 2022 ASYNCHRONOUS ONLINE
Instructor	DUNCAN REID, MDiv, PhD Email: dreid@tyndale.ca
Class Information	<p>This course is designed to be asynchronous. Lectures are posted online so students can learn based on their own schedule; the same flexibility is built into the weekly forum discussions within the timeline parameters set out below. The professor plays an active role in moderating discussion, guiding research, and introducing topics and resources.</p> <p>WEEKLY COFFEE HOUR (room C304 or via Zoom): Tuesday from 2:00 pm to 3:00 pm on each week of the course (an alternative arrangement is possible for someone who is unable to attend at this time). Email correspondence: a response can be expected within 1-3 business days.</p>
Course Material	<p>Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.</p>

I. COURSE DESCRIPTION

This course offers a study of the Gospel of the Matthew on the basis of the English text. The literary structure and characteristics, the portrayal of Jesus and the Gospel’s distinctive themes are discussed.

Prerequisite: BIBL 0501

II. LEARNING OUTCOMES

At the end of the course the student will be able to:

1. Explain the overall historical context of Matthew;
2. Describe the genre, content, and structure of Matthew;
3. Identify and discuss the major themes in Matthew;
4. Discuss the interpretation of some individual passages of Matthew in greater depth;
5. Describe and evaluate some of the scholarly debates about Matthew;
6. Recognize and demonstrate the relevance and importance of Matthew for both personal spiritual formation and mission of the church.

III. COURSE REQUIREMENTS

A. REQUIRED READING

You will need access to the New Testament Text of Matthew. You may use any English version except for a paraphrase as your primary text for the course. In studying particular passages, however, you are advised to consult several translations (including paraphrases). For those who have studied Greek you are encouraged to consult your Greek New Testament.

In addition to listening to the weekly lectures (available on the course page) and reading the Gospel of Matthew you are required to read the following two books:

Garland, David E. [*Reading Matthew: A Literary and Theological Commentary on the First Gospel*](#). London: SPCK, 1993. ISBN 0 281 04701 4

Carter, Warren. *Matthew: Storyteller, Interpreter, Evangelist*. Peabody, MA: Hendrickson, 2004. ISBN 978 1 56563 985 0

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

In addition to Garland it may be helpful to have another commentary on hand such as that by:

France, Nolland, Hagner, Davies and Allison, Keener, Gundry, or Carter (as listed in the course bibliography).

The following books also provide brief but helpful overviews of issues related to Matthew in general and the Sermon on the Mount in particular:

Senior, Donald. [*What Are They Saying About the Matthew?*](#) 2nd rev. ed. New York: Paulist Press, 1996. ISBN 0-8091-2541-2

Warren Carter. *What Are They Saying About Matthew's Sermon on the Mount?* Mahwah, NJ: Paulist Press, 1994. ISBN 0-8091-3473-X

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. ASSIGNMENTS AND GRADING

Attendance in this course is demonstrated by regular log-ins and up-to-date participation in forums.

Each student will be evaluated on the basis of the following assignments (percentage of course grade in brackets).

1. Weekly General Forums

Due weekly on any of 6 out of 12 weeks (5% of course grade)

This “whole class” General Forum will appear on the course page just below the posted lecture videos for each week. It potentially addresses any one of the stated Learning Outcomes but especially #7. During any given week the student is expected to make **two posts** as follows: (1) provide a brief comment and/or question (one paragraph of 100-200 words) in response to the course material (lectures and/or reading) for the given week; (2) provide a brief response (one paragraph of 100-200 words) to the post of one other student who has posted that same week. At some point in your two posts comment on the practical significance of your reflections for Christian life and the mission of the church. You can choose the weeks on which you post but in order to obtain the full 5% of the course grade for this assignment you must post on at least 6 of the 12 weeks. As per the dates on the course page (and in the Course Schedule below), each week runs from Monday to Sunday. For a post to count toward the course grade it must be posted **before 11:59 pm on Sunday of the given week (after this the forum will be locked and therefore unavailable for new posts)**.

Grading rubric: the following rubric will be used in grading this assignment:

Percentage of Course grade	General Forum Posts
5	Provides two posts on at least 6 out of 12 weeks. Each post is approximately 100-200 words in length and in keeping with the above description. Posts occur before 11:59 pm on Sunday of the given week and follow the 'guidelines for online engagement' listed below (under General Guidelines for the Submission of Written Work).
4	As above but posts 5 out of 12 weeks.
3	As above but posts 4 out of 12 weeks.
2	As above but posts 3 out of 12 weeks.
1	As above but posts 2 out of 12 weeks.
0.5	As above but posts 1 out of 12 weeks.

2. Group Discussion Forums

Three forums due on weeks 4, 6 and 8 (50% of course grade)

Group Discussion forums are an important component of this course and will involve you interacting with a small group of fellow students in relation to a question posted by instructor. These discussion forums will address various aspects of the Learning Outcomes. The groups will be assigned randomly in week 3 and will consist of five or six students each. The duration of each discussion forum will be one week (Monday to Sunday) and the format for each week will be as follows:

- (a) 'Discussion question': the **instructor** will post the discussion question along with assigned reading and a grading rubric (**NOTE**: in addition to appearing in the forums, a pdf document containing all the questions is posted directly below the syllabus on the course page, enabling you to work on your answers in advance).
- (b) 'Student responses': each student will post a response to the discussion question. Each response should be written as a prose style essay (**12 point font and double spaced**). The specific length of each essay will be indicated in the question but will be approximately 3-5 pages. The 'student response' must be **posted as a pdf document by 11:59 pm on Monday** of the given week. You will not be able to see other student responses until you have posted your own response.
Instructions on style: There is no need for a title page but you should have your name and a brief title in the header of the paper (or in the first line). Given the word/page limit you will need to be succinct in your response (e.g., no need for introductory paragraphs and extraneous words – just answer the question as succinctly and clearly as you can). There is much that can be said in three to five pages when you write clearly and succinctly, which is part of the challenge of this assignment. Do not use footnotes

but instead provide in-text citations with page number references (e.g., Wright, 2009, 33) when you are referring to secondary sources. You should also include a bibliography that provides full bibliographic information (e.g., Wright, N. T. *Paul, In Fresh Perspective*. Minneapolis, MN: Fortress Press, 2009) for all the sources that you cite. The bibliography should conform to the Chicago Manual of Style (see below for links to this resource) and appear at the end of your document (it is not included in your page count).

- (c) 'Secondary reflection': once you have posted your response you will be able to see the responses of other students. After reading through the other 'student responses' from your group you need to post a single reflection (approximately 200 to 400 words) in which you summarize how your thinking has been enhanced, challenged and/or changed by reading each of the responses from other members of your group (this should be posted as a reply directly into the dialogue box of the forum rather than as an additional pdf attachment). Any comments on the work of others should be given respectfully and conform to the 'guidelines for online engagement' listed below (under General Guidelines for the Submission of Written Work). This summary comment must be **posted by 11:59 pm on Thursday** of the given week. No further posts are *required* but feel free to continue dialoguing over points of interest.

Assignment Grading: A grading rubric will be posted on the course page. This will include guidelines on penalties for late or missed assignments.

3. Research Paper or Lecture/Sermon:

Due on Monday November 28, 2022 (45% of course grade)

Each student will choose between one of two options, either a research paper or a lecture/sermon. The differences between the two options are as follows:

- (1) Research Paper: this paper may be based on either a detailed exegetical study of a particular passage in Matthew or on a broader topic of interest related to the study of Matthew. An exegetical paper might consider either a small unit such as Matt 5:17-20 or a bigger unit such as the Sermon on the Mount. Examples of broader topics include themes in Matthew, date and authorship, relationship to Mark, historical context of Matthew, literary structure and/or genre of Matthew etc. In either case (exegesis or broader topic) you will need to establish a specific research question that will guide your project and give it a clear focus. For example, an exegesis question might ask, 'what does the author of the Matthew mean by righteousness that surpasses that of the scribes and Pharisees in Matthew 5:17-20?' Alternatively a topical research question might ask, 'what are the most probable historical conclusions that we can draw about the author of Matthew's Gospel?' You need to confirm your research question with the professor (via email) before writing and submitting your paper. The paper should be clearly and logically organized with an introduction (identifying your research question,

why you have chosen it, why it is important, and how you will address it), body (present your research findings and conclusions in an organized and logical fashion), and conclusion (briefly restate the essence of your study and conclusions). When drawing your conclusions do not go beyond the evidence but make sure that your conclusions are supported by your research (sometimes this involves acknowledging that ambiguity remains and you have not been able to identify a clear and unambiguous answer to your question). Use appropriate section and sub-section titles to help show the logical flow of the paper.

- (2) Lecture/Sermon: for this option you need to compose a sermon or lecture based on a passage or theme in Matthew. You need to choose and identify your intended audience (e.g., local church congregation; Sunday school class; seminary students etc.). While the language and structure should be appropriate to oral delivery, you need to submit a full manuscript and not just bullet points. The lecture/sermon should have a clear focus and address a particular question that you think will be of relevance to your chosen audience. You will need to include all of the appropriate elements of a good sermon/lecture (e.g., introduction, conclusion, illustrations etc.). Footnotes should be used to indicate the exegetical and research background to observations and ideas expressed in your sermon/lecture.

The following guidelines are relevant to both types of paper:

Style: The paper should be approximately 10 pages in length (maximum 12, not including title page or bibliography) with footnotes (not endnotes) and a bibliography of sources consulted. Please follow the Chicago Manual of Style for footnotes and bibliography (click on “Go to Notes and Bibliography” in the following Tyndale e-resource link: [Chicago-Style Quick Guide](#)). The paper should be written in 12 point font, double-spaced, and preferably Times Roman font with 1 inch margins. The bibliography should include all items of secondary and primary literature that is cited (not Bibles but it is good to indicate in a footnote or parenthesis which version/versions you are using) and should include a good cross section of types (commentaries; books; articles) and viewpoints. Make sure to include page numbers and a title page (title of paper; your name; due date; course code and name of professor). Please also consult “General Guidelines for Submission of Written Work” below.

Secondary literature: in keeping with the grading rubric below an A/B paper will include between (at least) 8 to 20 items in your bibliography. The only items included in this count will be secondary scholarly sources that go beyond any assigned course reading and have obvious relevance to your paper. These include such things as scholarly commentaries, NT Introductions, NT Theologies, books, and articles/essays (e.g., in dictionaries and essay collections). If there is *significant interaction* (versus a brief citation) with a primary source (e.g., Josephus or Philo etc.) then the reference to this primary source will be included in the bibliography count. You are welcome to reference the following type of sources as you see fit, but they will not be included in the bibliography count: popular articles, essays and

commentaries; popular online articles; Bibles and study Bibles. Work hard to understand and represent the authors accurately while bringing their ideas into constructive dialogue with one another and with you own. Avoid unthinking reliance upon authors you like or agree with and overly quick dismissal of authors you disagree with. You should cite all sources appropriately in **footnotes** (not endnotes) and provide a full bibliography at the end of your paper.

Grading rubric for research paper: the following rubric will be used if you have written a research paper:

Grade	Research Paper
A	<p>The paper carefully follows all of the assignment instructions for a ‘Research Paper’ outlined above. With this in mind the following features will be present:</p> <p><i>Research:</i> the introduction includes a clearly articulated research question, persuasively demonstrates why this question deserves attention, and clearly explains how it will be addressed. The paper and bibliography provide evidence of in-depth research from a variety of appropriate secondary (and possibly primary) sources representing a cross section of views/perspectives on the subject matter at hand. The bibliography includes at least 15 to 20 good quality secondary sources in keeping with the description of secondary sources in the assignment description above.</p> <p><i>Argumentation and style:</i> the paper creatively and succinctly presents research in a manner that clearly and even-handedly summarizes the views of others. The paper demonstrates an appreciation for the complexity of the issues while drawing clear conclusions based on a balanced appraisal of the evidence that identifies both the weaknesses and strengths of various viewpoints.</p> <p><i>Style:</i> the paper is clear, creative, succinct and persuasive in presenting research findings and conclusions. The paper clearly and directly answers the research question posed in the introduction and appropriately summarizes/states these findings in its conclusion. The paper is clearly organized and avoids confusion, unnecessary details, redundant repetition, and inefficient wording. The paper is free (or almost free) of stylistic and grammatical mistakes. It adheres to the “general guidelines for the submission of written work” in the syllabus, including the proper citation of secondary sources (footnotes and bibliography according to the Chicago Style).</p>
B	<p>The paper follows all of the assignment instructions for a ‘Research Paper’ outlined above. With this in mind the following features will be generally present:</p> <p><i>Research:</i> the introduction includes a clearly articulated research question, indicates why this question deserves attention, and explains how it will be addressed. The paper and bibliography provide evidence of in-depth research from a variety of secondary (and possibly primary) sources representing a cross section of views/perspectives on the subject matter at hand. The bibliography</p>

	<p>includes at least 8-10 good quality secondary sources in keeping with the description of secondary sources in the assignment description above.</p> <p><i>Argumentation and style:</i> the paper presents research in a manner that clearly and even-handedly summarizes the views of others. The paper demonstrates an appreciation for the complexity of the issues while drawing clear conclusions on the research question under investigation.</p> <p><i>Style:</i> the paper is clear, succinct and persuasive in presenting research findings and conclusions. The paper clearly answers the research question posed in the introduction and appropriately summarizes/states these findings in the conclusion. The paper is well organized and generally avoids confusion, unnecessary details, redundant repetition, and inefficient wording. The paper is generally free of stylistic and grammatical mistakes, and adheres to the “general guidelines for the submission of written work” in the syllabus, including the citation of secondary sources (footnotes and bibliography according to the Chicago Style)</p>
C	<p>The paper generally follows the assignment instructions for a ‘Research Paper’ outlined above. With this in mind the following features will be generally present:</p> <p><i>Research:</i> the introduction includes a research question, indicates why it is being addressed and how that will happen. The paper and bibliography provide evidence of research from secondary (and possibly primary) sources relevant to the subject matter at hand. The bibliography includes at least 3-5 good quality secondary sources in keeping with the description of secondary sources in the assignment description above.</p> <p><i>Argumentation and style:</i> the paper presents research in a manner that is generally clear and appropriately represents the views of others. The paper will demonstrate an awareness of differing viewpoints while drawing its own conclusions on the matter at hand.</p> <p><i>Style:</i> the paper is generally clear and persuasive in presenting its research findings and conclusions. The paper is organized and generally avoids confusion and unnecessary details. While reasonably clear, the paper may contain more than the average number of stylistic and grammatical mistakes. It generally adheres to “general guidelines for the submission of written work” in the syllabus, including the citation of secondary sources (footnotes and bibliography according to the Chicago Style), but may be deficient in some of these ways.</p>
D	<p>The paper somewhat follows the assignment instructions for a ‘Research Paper’ outlined above but is characterized by one of more of the following elements:</p> <p><i>Research:</i> the introduction lacks clarity in relation to the research question, the reasons for it being addressed and/or the method to be employed. The paper and bibliography provide evidence of research from secondary (and possibly primary) sources. However, these resources may be deemed of poor quality (in relation to the description of secondary sources in the course the assignment), insufficient in number (less than 3-5), and/or lacking in relevance to the subject matter at hand.</p>

	<p><i>Argumentation and style:</i> while possibly demonstrating awareness of differing views, the presentation of research is generally lacking in clarity and persuasiveness and/or fails to appropriately represent the views of others. The conclusions drawn from the research may be missing or lacking in clarity.</p> <p><i>Style:</i> the paper suffers from a lack of clarity and persuasiveness in general. There is little evidence of organization and it may well be characterized by confusion, unnecessary or irrelevant details, and a large number of stylistic and grammatical mistakes. It may substantially fail to follow the “general guidelines for the submission of written work” in the syllabus, including the citation of secondary sources (footnotes and bibliography according to the Chicago Style).</p>
F	<p>Either no paper has been submitted within agreed upon timelines (including any agreed upon extensions) or the paper fails in large manner to follow the assignment instructions for a ‘Research Paper’ outlined above. Such a failure will be characterized by one of more of the following elements:</p> <p><i>Research:</i> there is a fundamental lack of clarity in relation to identifying a research question or the manner in which it will be addressed. The paper and bibliography provide no evidence of research from secondary (and possibly primary) sources or those cited are deemed either irrelevant or of poor quality (in relation to the description of secondary sources in the course the assignment).</p> <p><i>Argumentation and style:</i> there is a lack of awareness of differing views and presentation of research fundamentally lacks in clarity and persuasiveness. No clear conclusions are drawn or expressed.</p> <p><i>Style:</i> there is an overall lack of clarity and organization. Instead the paper is characterized by confusion and, irrelevant details, and a large number of stylistic and grammatical mistakes. It fails substantially to follow the “general guidelines for the submission of written work” in the syllabus, including the citation of secondary sources (footnotes and bibliography according to the Chicago Style).</p>

Grading rubric for sermon/lecture: the following rubric will be used if you have written a sermon/lecture:

Grade	Lecture/Sermon
A	<p>Carefully follows all the assignment instructions for a ‘Lecture/Sermon’ outlined above. With this in mind the following features will be present:</p> <p><i>Evidence of research:</i> strong evidence of careful and thorough exegetical and/or research background to ideas presented. Where relevant, points of debate are clearly and succinctly presented within the sermon/lecture or within the footnotes (as appropriate). The footnotes and bibliography provide evidence of in-depth research from a variety of appropriate secondary (and possibly primary) sources representing a cross section of views/perspectives on the subject matter at hand. The bibliography includes at least 15 to 20 good quality secondary sources in</p>

	<p>keeping with the description of secondary sources in the assignment description above.</p> <p><i>Content:</i> ideas from your research are presented clearly, logically, creatively, persuasively and in a manner appropriate to your stated audience. The introduction gains the audience attention and the conclusion(s) is/are clear and fitting. For sermons especially this should include clear statements of potential ‘next steps’ (practical implications). Use of illustrations and examples help to aid communication.</p> <p><i>Style:</i> engaging and appropriate to the stated audience. Clear and articulate diction that is appropriate for oral presentation. Logical flow and good balance of space between introduction, body, and conclusion. Clearly organized and avoids confusion. The paper is free (or almost free) of stylistic and grammatical mistakes. It adheres to the “general guidelines for the submission of written work” in the syllabus, including the proper citation of secondary sources (footnotes and bibliography according to the Chicago Style).</p>
B	<p>Follows all the assignment instructions for a ‘Lecture/Sermon’ outlined above. With this in mind the following features will be largely present:</p> <p><i>Evidence of research:</i> evidence of careful exegetical and/or research background to ideas presented. Where relevant, points of debate are clearly presented within the sermon/lecture or within the footnotes (as appropriate). The footnotes and bibliography provide evidence of research from a variety of appropriate secondary (and possibly primary) sources representing a cross section of views/perspectives on the subject matter at hand. The bibliography includes at least 8-10 good quality secondary sources in keeping with the description of secondary sources in the assignment description above.</p> <p><i>Content:</i> ideas from your research are presented clearly, logically, and in a manner appropriate to your stated audience. The introduction gains the audience attention and the conclusion(s) is/are fitting. For sermons especially this should include clear statements of potential ‘next steps’ (practical implications). Use of illustrations and examples help to aid communication.</p> <p><i>Style:</i> Clear diction that is appropriate to oral presentation. Logical flow and good balance of space between introduction, body, and conclusion. Relatively free of stylistic and grammatical mistakes. Adheres to the “general guidelines for the submission of written work” in the syllabus, including the proper citation of secondary sources (footnotes and bibliography according to the Chicago Style).</p>
C	<p>Generally follows the assignment instructions for a ‘Lecture/Sermon’ outlined above but may be missing some elements. With this in mind the following features will be generally present:</p> <p><i>Evidence of research:</i> evidence of exegetical and/or research background to ideas presented. Where relevant, points of debate are presented within the sermon/lecture or within the footnotes (as appropriate). The footnotes and bibliography provide evidence of research from appropriate secondary (and</p>

	<p>possibly primary) sources. The bibliography includes at least 3-5 good quality secondary sources in keeping with the description of secondary sources in the assignment description above.</p> <p><i>Content:</i> ideas from your research are presented but may lack some logical clarity or be presented in a way that is not appropriate to your stated audience. There is evidence of an introduction, body and conclusion that includes some practical next steps. There is also evidence of illustrations and examples to aid communication.</p> <p><i>Style:</i> diction is appropriate to oral presentation but there may be some lack of logical coherence. Generally free of stylistic and grammatical mistakes. Adheres to the “general guidelines for the submission of written work” in the syllabus, including the proper citation of secondary sources (footnotes and bibliography according to the Chicago Style).</p>
D	<p>Somewhat follows the assignment instructions for a ‘Lecture/Sermon’ outlined above but is missing some elements. With this in mind the following features will be generally present:</p> <p><i>Evidence of research:</i> there is little or no evidence of exegetical and/or research background to ideas presented. Footnotes and bibliography are missing, severely lacking in content, or are lacking in good quality scholarly sources.</p> <p><i>Content:</i> ideas are presented but lack logical clarity and are not presented in a manner that is appropriate to your stated audience. Illustrations are missing or inappropriate to the content being communicated.</p> <p><i>Style:</i> diction is inappropriate to oral presentation. There are multiple stylistic and grammatical mistakes. Possibly fails to adhere to the “general guidelines for the submission of written work” in the syllabus, including the proper citation of secondary sources (footnotes and bibliography according to the Chicago Style).</p>
F	<p>Either no paper has been submitted within agreed upon timelines (including any agreed upon extensions) or the paper fails in large manner to follow the assignment instructions for a ‘Lecture/Sermon’ outlined above. Such a failure will be characterized by one of more of the following elements:</p> <p><i>Evidence of research:</i> there is no evidence of exegetical and/or research background to ideas presented. Footnotes and bibliography are missing.</p> <p><i>Content:</i> there is a complete lack of clarity in ideas presented in such a way that it would fail to communicate with your intended audience. There are no illustrations or illustrations are irrelevant to the subject matter.</p> <p><i>Style:</i> diction is unclear and inappropriate to oral presentation. There are multiple stylistic and grammatical mistakes. Fails to adhere to the “general guidelines for the submission of written work” in the syllabus, including the proper citation of secondary sources (footnotes and bibliography according to the Chicago Style).</p>

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation will be based upon completion of the assignments (as outlined above):

Assignment	Due Date	% of final grade
1. Weekly General Forum	Weekly (any 6 out of 12 weeks)	5%
2. Group Discussion Forums	Weeks 4, 6, 8	50%
3. Research Paper or Lecture/Sermon	Mon Nov 28, 2022	45%
Total Grade		100%

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Written assignments are due on the dates indicated above and should be type written, *double-spaced, 12 point font (preferably Times Roman; 10 point font for footnotes), and one inch margins*. Responses to forums should be posted directly into the given discussion forum. Please remember that these are academic forums and that all posted comments are expected to adhere to the following **'Guidelines for Online Engagement'** (especially when commenting on the work of others):

- Comments are consistently characterized by respectful language and tone toward others who you may disagree with;
- Comments are devoid of sexism, racism, personal attacks, 'put downs' or any other content that might be taken as personally offensive by others;
- Comments are respectful of class diversity in relation to age, gender, ethnicity, cultural background and denominational background;
- Comments avoid passing judgment on another person's motives or spiritual maturity;
- Comments avoid giving unsolicited pastoral advice, counsel, or spiritual direction to other students;
- While disagreement is expected, healthy and necessary to learning, it should be expressed in a respectful manner that invites further dialogue and growth in mutual understanding.

The remaining assignments (research and integration papers) should be uploaded onto the course page through the appropriate portal (Word or pdf formats will be accepted). Late papers (if the portal is closed) can be emailed directly to the professor at the email address at the top of this syllabus. Please label the file with your name and assignment (e.g., John Smith research paper). The deadline for submission is midnight on the due date.

It is expected that written work is submitted in a straightforward style of academic prose and demonstrates clear organization, argument and coherent thought. It ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. Ensure that you have accurately and fully documented any secondary sources used in your paper (including footnotes and bibliography). If English grammar is challenging for you then you are expected to seek help (e.g. from the writing services of the Centre for Academic Excellence).

For proper citation style, consult the [tip sheet, "Documenting Chicago Style"](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, "How to Cite Sources in Theology"](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#) as well as [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

The core course content includes weekly online lectures and course reading (textbooks and New Testament). The following schedule indicates which material is relevant to a given week. Please note that the general forum (assignment #1) will run for each of the weeks indicated (dates for other assignments are explicitly indicated and marked with *asterisks*).

Week 1: Sep 12-18

Online lecture: Introduction to Matthew and the Gospels

Course reading: Garland 1-10; Carter 1-65 (chaps 1-4)

Week 2: Sep 19-25

Online lecture: Origin and Introduction to Jesus (Matt 1-4)

Course reading: Matt 1:1-4:25; Garland 11-49; Carter 66-102 (chaps 5-7)

Week 3: Sep 26-Oct 2

Online lecture: The Sermon on the Mount (Matt 5-7)

Course reading: Matt 5:1-7:29; Garland 50-90; Carter 105-131 (chaps 8-9)

Week 4: Oct 3-9

NOTE: On-line group discussion forum #1 (assignment #2)

Online lecture: Ministry of Mighty Deeds (Matt 8-9)

Course reading: Matt 8:1-9:38; Garland 91-108; Carter 132-153 (chaps 10-11)

Week 5: Oct 10-16

Online lecture: The Mission Discourse and Responses to Jesus (Matt 10-12)

Course reading: Matt 10:1-12:50; Garland 109-142; Carter 154-166 (chap 12)

Week 6: Oct 17-23

NOTE: On-line group discussion forum #2 (assignment #2)

Online lecture: The Parables of the Kingdom (Matt 13)

Course reading: Matt 13:1-54; Garland 143-152; Carter 167-185 (chap 13)

READING DAYS: OCT 24-30 (No lecture or forums this week)

Week 7: Oct 31-Nov 6

Online lecture: More Responses to Jesus (Matt 14-16)

Course reading: Matt 13:54-16:20; Garland 153-173; Carter 186-201 (chap 14)

Week 8: Nov 7-13

NOTE: On-line group discussion forum #3 (assignment #2)

Online lecture: From Galilee to Jerusalem (Matt 16-20)

Course reading: Matt 16:21-20:34; Garland 175-214; Carter 202-214 (chap 15)

Week 9: Nov 14-20

Online lecture: Jesus in Jerusalem (Matt 21-23)

Course reading: Matt 21:1-23:39; Garland 215-233; Carter 215-227 (chap 16)

Week 10: Nov 21-27

Online lecture: Instruction to the Disciples (Matt 24-25)

Course reading: Matt 24:1-25:46; Garland 234-245; Carter 231-250 (chap 17 + appendix)

Week 11: Nov 28-Dec 4

NOTE: Research Paper or Lecture/Sermon due Monday November 28

Online lecture: The Passion Narrative (Matt 26-27)

Course reading: Matt 26:1-27:66; Garland 246-261

Week 12: Dec 5-9

Online lecture: Resurrection and Great Commission (Matt 28)

Course reading: Matt 28:1-20; Garland 262-269

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

The bibliography of secondary literature on Matthew is potentially enormous and as such the following is only a select (English) representation. For additional references and bibliography student should consult commentaries (e.g., Garland and France) and monographs or other introductory literature (e.g., Carter).

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- _____. [*The Resurrection of the Son of God*](#). Minneapolis, MN: Fortress Press, 2003.

Gospel Synopses

Gospel synopses are tools that align the Gospel text in parallel columns in order to facilitate comparison of an account one Gospel with another (say in Matthew compared to Mark). The following are a sample (the first two are English editions while the third is Greek-English):

- Throckmorton, Burton H. *Gospel Parallels: A Comparison of the Synoptic Gospels*. Atlanta; London; Vancouver; Nashville, TN: Thomas Nelson Publishers, 1992.
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Aland, Kurt. Synopsis of the Four Gospels: Greek-English edition of the Synopsis Quattuor Evangeliorum; Completely Revised on the Basis of the Greek Text of the Nestle-Aland 26th edition and Greek New Testament 3rd edition: New York: United Bible Societies, 1975.

VI. FINAL COMMENTS

In the interest of achieving these desired aims of this course it may be necessary to alter details in the above outlined syllabus.