



Course NT1210 The Synoptic Gospels: Matthew
Professor Mary Hinkle Shore
Term Spring 2010
Meetings Tuesdays, 6:40-9:30 p.m., Bockman Hall 101

Professor's Contact Information

Office Phone 651-641-3248
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Office Space Bockman Hall 119—first floor, on the wing farthest from the library.
Email mshore@luthersem.edu I prefer receiving assignments electronically to receiving a paper copy in class. I also pay closer attention to email than I do to voicemail.
 Tuesdays 10:40-noon; other times by appointment.
Office Hours On Tuesday evenings, I will be coming from choir practice, which ends at 6:30 p.m., so I will not be available for consultations before class. Please consider joining the choir that practices Tuesdays, 5:00-6:30 p.m., and sings Wednesdays in chapel (since you have to be here Tuesday nights anyway!).
Twitter Feed @MaryShore
"What shall we call you?" Please let us know in class what you would prefer to be called. I am Dr. Shore, or Professor Shore, or Mary. By the way, there is no hyphen in my last name; "Hinkle" was my unmarried surname, and is now my middle name.

Course Information

Course Description A study of the gospel of Matthew, exploring its structure, theology, and teachings within its ancient setting. Attention is given to its theological and ecclesial significance today, particularly for preaching, and its understandings of mission and making disciples. The study of this gospel is preceded by a general introduction to the synoptic gospels. Prerequisite: LG1200 Greek or equivalent for all MDiv and MA-New Testament students.

Course Goals

1. To offer a cursory introduction to the formation and content of Matthew, Mark, and Luke as well as a more thorough introduction to one of those gospels.
2. To introduce the idea that we all read the Bible through interpretive lenses, and to give you tools to recognize some things about your lenses and those of other interpreters.
3. To introduce you to resources available through the Luther Seminary library.
4. To keep developing your ability to learn more about New Testament texts by studying them in Greek.

Enduring Understandings	<p>Six weeks or six months after the coursework is done, what will you remember about the class? I'm hoping that these observations are among your enduring understandings:</p> <ol style="list-style-type: none"> 1. Regular people (like you and your current/future parishioners) can gain competence in careful Bible reading. 2. Careful and repeated reading leads to insight missed on cursory and/or first readings. 3. Bible passages always mean more than one thing. 4. There are limits to what a Bible passage may mean. That is, some interpretations are unconvincing. 5. Matthew holds together things we have trouble holding together. For instance, <ol style="list-style-type: none"> a. Matthew bears witness to Jesus as one concerned with both righteousness and mercy. b. Matthew envisions the church as characterized both by experiences of community among members and mission beyond current membership.
Required Texts	<p>A study Bible. Consider either The Lutheran Study Bible or the Harper Collins Study Bible.</p> <p>Burridge, Richard. <i>Four Gospels, One Jesus</i>, 2nd ed. Grand Rapids: Eerdmans, 2005.</p> <p>Carvalho, Corrine L. <i>Primer on Biblical Methods</i>. Winona, MN: Anselm Academic, 2009.</p> <p>Davies, W. D. and Dale C. Allison, <i>Matthew: A Shorter Commentary</i>. London & New York: T&T Clark, 2004.</p> <p>Senior, Donald. <i>The Gospel of Matthew</i>. Interpreting Biblical Text Series. Nashville: Abingdon, 1997.</p> <p>Wallace, Daniel B. Laminated sheet titled, "New Testament Greek Syntax," Zondervan "Get an A!" guides.</p>
Suggested Texts	<p>Allison, Dale. <i>The Sermon on the Mount: Inspiring the Moral Imagination</i>. Companions to the New Testament. New York: Herder & Herder, 1999.</p> <p>Wallace, Daniel B. <i>Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament</i>. Grand Rapids, MI: Zondervan, 1996 (available as a free electronic book inside BibleWorks 8, and an inexpensive add-on to BW 7 or Accordance).</p>

Reserve Readings

Week 2

Wenham & Walton, "Judaism in First Century Palestine," 25-44 in *Exploring the New Testament*, vol. 1. IVP: Downer's Grove, IL, 2001.

Wenham & Walton, "The Historical Context of Jesus and the New Testament," 3-23 in *Exploring the New Testament*, vol. 1. IVP: Downer's Grove, IL, 2001.

Week 3

Taylor, Barbara Brown. "The Bible," in *The Preaching Life* (Boston: Cowley, 1993), 51-62.

Week 7

Hinkle, Mary E. "The Lord's Prayer: Empowerment for Living the Sermon on the Mount." *Word & World* 22 (2002) : 9-17.

Lischer, Richard. "The Sermon on the Mount as Radical Pastoral Care." *Interpretation* 41 (1987) : 157-69.

**Find these
linked inside
MyLutherNet.**

Week 10

Powell, Mark Allan. "The Plot and Subplots of Matthew's Gospel." *New Testament Studies* 38 (1992) : 187-204.

Week 11

Ramshaw, Elaine J. "Power and Forgiveness in Matthew 18." *Word & World* 18 (1998) : 397-404.

Week 12

Cope O. Lamar. "'To the Close of the Age': The role of Apocalyptic Thought in the Gospel of Matthew, 113-124 in *Apocalyptic and the New Testament: Essays in Honor of J. Louis Martyn*, ed. Joel Marcus and Marion L. Soards. Sheffield, England: JSOT Press, 1989.

Hinkle, Mary E. "People Like Us: Minor Characters in Matthew's Passion." *Word & World* 25 (2005) : 76-83.

Week 13

Nissen, Johannes. "Mission as Disciple-Making: The Gospel of Matthew," in *The New Testament and Mission* 3rd ed. (Frankfurt am Main: Peter Lang, 2003), 21-35.

Weekly Topics and Assignments

A note about how to use the Davies and Allison commentary: I have not assigned reading from the commentary by page number, except for the Introduction. When we are working through a particular part of Matthew on a given week, read the biblical text first; read the commentary as time permits. You will not be quizzed on content from the commentary except in Week 6.

<i>Week 1</i> February 9	<p>Introduction to Course</p> <p>Mutual Expectations in Group Work & Discussion</p> <p>“Beginnings & Endings” Exercise</p>
<i>Week 2</i> February 16	<p>Social Background of the New Testament</p> <p>Read the two chapters by Wenham & Walton (reserve).</p> <p>Take quiz in MyLutherNet over the reading. Due anytime before class.</p>
<i>Week 3</i> February 23	<p>How We Got the Gospels</p> <p>Focal Text Paper #1 Sample</p> <p>Read Burridge, chapter 1; Taylor (reserve); Carvalho, part 1. Read the posted sample Paper #1 before class. Bring what you need to class to work with Greek (interlinear, laptop, etc.)</p> <p>Take quiz in MyLutherNet over the reading (no questions on the sample paper). Due anytime before class.</p>
<i>Week 4</i> March 2	<p>Whirlwind Tour of Mark & Luke</p> <p>Focal Text Paper #2 Sample</p> <p>Read Mark & Luke; Burridge, chapters 2 & 4; Carvalho, part 2. Also read the sample paper before class.</p> <p>Take quiz in MyLutherNet over the reading. Due anytime before class.</p> <p>Panel led by Panel A: Given disagreements between the four canonical gospels, what do we mean when we say that the Bible is true?</p>
<i>Week 5</i> March 9	<p>Library Skills Practicum</p> <p>Focal Text paper #3 Sample</p> <p>ATLA, Martin, Reference Room, Zotero & Citation Technique.</p> <p>Read sample paper before class.</p> <p>Take vocabulary quiz in MyLutherNet over top 300 Greek NT words. Due anytime before class. No reading quiz this week.</p>
<i>Week 6</i> March 16	<p>Matthew’s Structure & Prologue</p> <p>Read Matthew’s Gospel; Burridge, chapter 3; Davies & Allison, Introduction; Senior, chapters 1-3, 8. Read papers on focal text (posted in MyLutherNet discussion area).</p> <p>Take quiz in MyLutherNet over the reading. Due anytime before class.</p> <p>Focal Text: Matthew 2:1-12 – In-class discussion led by Group One.</p>
March 23	No class - Reading Day

<p>Week 7 March 30</p>	<p>The Sermon on the Mount (a.k.a. The New Community, part 1)</p> <p>Read Matthew 5-7, Lischer article (reserve), Hinkle article (“Lord’s Prayer as Empowerment...” reserve), Carvalho, parts 3 & 4. Read papers on focal text (posted in MyLutherNet discussion area).</p> <p>Suggested Reading: Allison, <i>Sermon on the Mount: Inspiring the Moral Imagination</i>.</p> <p>Take quiz in MyLutherNet over required reading. Due anytime before class.</p> <p>Focal Text: Matthew 5:13-20 – In-class discussion led by Group Two.</p>
<p>Week 8 April 6</p>	<p>Miracles, Faith, & Following</p> <p>Read Matthew 8-10. Senior, chapter 9.</p> <p>Take quiz in MyLutherNet over the reading. Due anytime before class.</p> <p>How might we live some aspect(s) of the Sermon on the Mount in the local congregation? Panel led by Panel B.</p>
<p>Week 9 April 13</p>	<p>Bread & Parables</p> <p>Read Matthew 11-14, Senior chapters 6 & 10. Read papers on focal text (posted in MyLutherNet discussion area).</p> <p>Take quiz in MyLutherNet over the reading. Due anytime before class.</p> <p>Focal Text: Matthew 13:24-43. In-class discussion led by Group One.</p>
<p>Week 10 April 20</p>	<p>“Who do you say that I am?”</p> <p>Read Matthew 15-17, Powell article (reserve), Senior, chapter 5. Read papers on focal text (posted in MyLutherNet discussion area).</p> <p>Take quiz in MyLutherNet over the reading. Due anytime before class.</p> <p>Focal text: Matthew 15:21-31. In-class discussion led by Group Two.</p>
<p>Week 11 April 27</p>	<p>The New Community, part 2</p> <p>Read Matthew 18-20, Ramshaw article (reserve), Senior, chapter 7.</p> <p>Take quiz in MyLutherNet over the reading. Due anytime before class.</p> <p>What are the implications of Jesus’ teaching on community life for current church debates about homosexuality? Panel led by Panel C.</p>
<p>Week 12 May 4</p>	<p>Jerusalem</p> <p>Read Matthew 21-27, Cope essay (reserve), Hinkle article (“People Like Us,” reserve), Senior chapter 11. Read papers on focal text (posted in MyLutherNet discussion area).</p> <p>Take quiz in MyLutherNet over the reading. Due anytime before class.</p> <p>Focal Text: Matthew 26:47-56. In-class discussion led by Group One.</p>
<p>Week 13 May 11</p>	<p>Resurrection & Great Commission</p> <p>Read Matthew 28, Nissen article (reserve). Read papers on focal text (posted in MyLutherNet discussion area).</p> <p>Take quiz in MyLutherNet over the reading. Due anytime before class.</p> <p>Focal Text: Matthew 28:16-20. In-class discussion led by Group Two.</p>
<p>May 18</p>	<p>Final Project Due (Either email a copy or put one in my campus box.)</p>

Course Policies

	<p>Course Assignments are weighted like this:</p> <p style="padding-left: 40px;">Quizzes & Vocabulary Test – 25%</p> <p style="padding-left: 40px;">In-Class Discussions (and attendant papers) – 50%</p> <p style="padding-left: 40px;">Final Project – 25%</p> <p>Luther Seminary currently uses a Pass/Marginal/Fail scale. If you prefer to receive a letter grade, please turn in a grade/comments request form no later than end of the second week of classes. You can find the form here: http://www.luthersem.edu/registrar/forms/Form_letter%20grade.comments.pdf.</p> <p>Grades will be assigned according to this scale:</p> <p style="padding-left: 40px;">A = 94% or higher</p> <p style="padding-left: 40px;">B = 84% to 73.4%</p> <p style="padding-left: 40px;">C = 74% to 63.4%</p> <p style="padding-left: 40px;">D = 64% to 53.4% (this is also the level of a Marginal)</p> <p style="padding-left: 40px;">F = below 53.4%</p> <p>Grading rubrics for all assignments appear later in the syllabus.</p>
<p>Class Attendance</p>	<p>The class is highly interactive, and learning depends on your preparation and participation. More than two absences, except in the case of extreme difficulty, will result in the grade of Marginal for the course. More than three unexcused absences will result in failure of the course.</p>
<p>Group Work</p>	<p>You will be assigned to two different groups in this class.</p> <ul style="list-style-type: none"> • You will be on a Panel (A, B, or C) that will lead and moderate one discussion during the semester. • You will be in a Focal Text Group (1 or 2) that will prepare and lead three discussions on a focal text during the semester.
<p>Technical Support</p>	<p>If you experience any problems with MyLutherNet, send an email to: online@luthersem.edu or call the Helpdesk at 651-641-3462.</p> <p>Luther Seminary has various software available to you at a vastly reduced cost. Contact Computer services for Microsoft Office and/or EndNote Bibliography software. Contact the Luther Seminary bookstore for BibleWorks or Accordance.</p> <p>Tech Talks (pizza! pizza!)</p> <p>Throughout the spring, the library and Learning Design and Technology sponsor tech talks, complete with pizza and information about how to get the most out of resources available to you. See the calendar of upcoming tech talks here: http://www.luthersem.edu/ldt/tech_talks.aspx</p>
<p>Academic Integrity</p>	<p>I expect a high level of responsibility and academic honesty. If you have any question about whether you are using a source appropriately, talk to the librarians, the Writing Center tutors, or me.</p> <p>A lack of academic integrity includes but is not limited to cheating, plagiarism, the submission for credit of any work or materials that are attributable in whole or in part to another person, failing to cite web sources, taking an examination for</p>

	another person, or taking a closed-book examination with helps available. If discovered, these offenses will result in failing the assignment for which the offense occurs and can result in failing the class. A pattern of such dishonesty can result in dismissal from the seminary.
Citation Technique & Style Sheet	Luther Seminary papers are to be written following “The Shortcut,” an adaptation of Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations. The Shortcut, as well as Microsoft Word templates to use in connection with it, is available at http://www.luthersem.edu/library/templates.aspx . Librarians Bruce Eldevik and Jennifer Bartholomew are pleased to help you with any questions about how to use The Shortcut or the templates.
Writing Center	The Luther Seminary Writing Center is located in the basement of Bockman Hall. Find out about their services and hours here: http://www.luthersem.edu/library/writingcenter.aspx?m=2843 . Anybody can use the services of the writing center. They make good writing better, and they help you get from an idea to a paper. They will work with in-person meetings, or through email exchanges.

Assignment Details

Three times during the semester, we will turn the last hour of class into a panel discussion with statements from a few of you and questions/discussion from all of us. On these weeks, *everyone* writes a short paper (750 words or so) on the week’s topic.

One group will lead the panel discussion by providing (a) opening statements (these can be the short paper group members write, or based on them), and (b) a moderator of the panel and the discussion that follows.

General Information

Short Paper & Panel Discussion

1. Everyone must turn in a paper of 750-1000 words on the topic, whether it is your panel who leads the discussion or not. All papers are to be typed, double-spaced, with at least 1.25” margins on all sides. I prefer to receive them as an email attachment. Please include your name and campus mail box on the paper.
2. The argument you make in your paper must be connected to specific text(s) in Matthew.
3. Panel members and moderator come from the panel leading the discussion.
4. Other class members are expected to have questions and comments to contribute to the discussion.
5. The whole event (statements and discussion) will take about one hour of class time. Do not use more than 20 minutes for opening statements.

Topics

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| Week 4 | Led by Panel A.
Given disagreements between the four canonical gospels, what do we mean when we say that the Bible is true? |
| Week 8 | Led by Panel B.
How might we live some aspect(s) of the Sermon on the Mount in the |

local congregation?

Week 11 Led by Panel C.

What are the implications of Jesus' teaching on community life for current church debates about homosexuality?

Six times during the semester, we will spend the last hour of class looking closely at a text from the section of Matthew we are studying that evening.

General Information

1. If you are not in the group presenting, you do not have to write anything.
2. If you are not in the group presenting, you still must read the presenters' work, bring a copy of it to class, and be prepared to discuss the text and the presenters' ideas about it.
3. If you are in the group presenting, you will post three types of resources in MyLutherNet, the last of which will be posted *no later than* Monday, 5:00 p.m., before the day you present. Here is the ***schedule for posting***:
 - a. Paper #1, exploring the Greek text, offering your own translation notes, comparing published translations, and outlining the text is due Tuesday, 5:00 p.m., a week prior to the day your group presents.
 - b. Paper #2, exploring other aspects of the text not yet explored (characters, time and place, key words and their use elsewhere in Matthew, context, how the text compares with parallels in Mark and Luke, anything that makes you go, "Hmm..."), is due Friday 5:00 p.m., prior to the day your group presents.
 - c. Paper #3, suggesting at least one way to preach the text (offer a sermon manuscript or outline) and developing at least one lesson plan for an hour Bible study of the text, is due Monday, 5:00 p.m. prior to the day your group presents.
4. The presenting group will lead a discussion of the text at hand. This means that the presenting group should prepare questions for discussion, as well as the three short papers described below.

Focal Text Study

Schedule for Presentation and Discussion Leading

Group One leads:

1. Week 6 (March 16) on Matthew 2:1-12.
2. Week 9 (April 13) on Matthew 13:24-43.
3. Week 12 (May 4) on Matthew 26:47-56.

Group Two leads:

1. Week 7 (March 30) on Matthew 5:13-20.
 2. Week 10 (April 20) on Matthew 15:21-31.
 3. Week 13 (May 11) on Matthew 28:16-20.
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Weekly Quizzes

Nearly every week, you will have reading assignments and a quiz. Complete the quiz before class. The quizzes aim both to give you extra incentive to do the reading before class and to give you a mechanism for reviewing its high points. Weekly quizzes are open book. You have 20 minutes to complete 10 multiple-choice questions. Quiz questions will not come from material in the Matthew commentary we are using (Davies & Allison), except in Week 6 when we read the Introduction.

<i>Greek Vocabulary Test</i>	<p>The Greek vocabulary test is identical to the final vocabulary exam for LG1200, New Testament Greek. It includes about 300 words used 50 times or more in the New Testament. I'm requiring it in NT1210 so that you have the vocabulary you need to work more easily with the Greek text of our focal texts.</p> <p>You may take it as many times as you like between now and Tuesday, March 9. Pass it with 80% or better by the end of week 2. You may not use any helps when taking this test.</p>
<i>Final Project</i>	<p>Prepare an appropriation of a passage from Matthew for a parish or specialized ministry setting. Your project should include exegetical (that is, interpretive) notes and the appropriation (such as a sermon, curriculum, artwork, etc.)</p> <p>An alternative final project is to memorize and perform the Sermon on the Mount and keep a journal or write reflections totally at least 1500 words on your experience.</p>
