



Advancing God's Kingdom by Preparing Competent Christian Leaders for
Spirit-Empowered Life and Ministry

B260-CB Synoptic Gospels

3 credits

Transfer: This course transfers to the University of Saskatchewan as R1st 225

Prerequisites: B115 Introduction to the New Testament

Dates: 15 June-31 July 2020

Instructor: Jeromey Martini, PhD

Term: Summer

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Location: Livestream



*P45 (Chester Beatty Papyrus I), 3rd century.
Contains all four Gospels and Acts.
Showing Luke 11.50–12.12 and 13.6-24.*

Course Content and Goals

Course Description

This course examines the life, ministry, and teaching of Jesus as presented in the Synoptic Gospels. We will consider the social and historical setting of Jesus in the Synoptics, “gospel” as a literary genre, and ways of comparing canonical (and non-canonical) gospels, learning to appreciate each gospel-writer’s distinct voice. We will reflect on the Synoptic Gospels’ demands or Christian faith and practice. In particular, this semester we will examine the Synoptic Gospels through the lens of Luke. Using a synopsis, we will follow Luke’s narrative, pausing to consider the other Evangelists’ perspectives.

This course blends face-to-face seminars, video media, and self-directed study.

Relationship to Horizon's Mission

This course prepares students for Spirit-empowered life and ministry by equipping them to better understand and more effectively communicate biblical truth.

Core Competencies and Learning Outcomes

In this course, students will have the opportunity to demonstrate competency in **biblical and theological literacy** and in **skilled communication**.

To demonstrate competency in *Biblical and Theological Literacy*, students will:

- 1) Explain how each Synoptic Gospel distinctly tells the story of Jesus and his disciples, identifying at least 5 distinct features for each Synoptic Gospel.
 - Assessment: Email Response
- 2) Interpret a Synoptic Gospel passage, identifying pertinent exegetical issues (literary, textual, linguistic, historical, geographical, cultural, religious, political) and accurately using source theory (Mark, M, L, Q)
 - Assessment: Exegetical Research Project
- 3) Identify and select scholarly secondary source material appropriate to exegetical research
 - Assessment: Exegetical Research Project
- 4) Comprehend scholarly secondary source biblical studies material as demonstrated by interactions with secondary source material in assigned reading/video responses and exegesis.
 - Assessment: Secondary Reading/Video Questions
 - Assessment: Exegetical Research Project

To demonstrate competency in *Skilled Communication*, students will:

- 5) Compose written exegetical work that uses HCS Level 2 Canadian Standard English and incorporates and documents source material according to Horizon's format guide
 - Assessment: Reading/Video Responses
 - Assessment: Exegetical Research Project

Course Work

Required Readings

Textbooks:

Bible.

Cosby, Michael R. *Portraits of Jesus: An Inductive Approach to the Gospels*. Louisville: Westminster/John Knox Press, 1999.

Recommended: Throckmorton, Jr., Burton H. *Gospel Parallels*. 5th ed. Nashville: Thomas Nelson, 1992.

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks. See more information [here](#).

Supplemental Readings* :

- Blomberg, Craig L. *Interpreting the Parables*. Downers Grove: IVP Academic, 1990. Pages 161-63; 325-27.
- Hays, Richard B. *Echoes of Scripture in the Gospels*. Waco: Baylor University Press, 2016. Pages 275-80.
- Kuhn, Karl Allen. *The Kingdom according to Luke and Acts: A Social, Literary, and Theological Introduction*. Grand Rapids: Baker Academics, 2015. Pages 9-11, 16-22.
- McKnight, Scot, Craig S. Keener, and N.T. Wright. "The Jesus We'll Never Know. With Responses." In *Christianity Today*. 54, no. 4 (April 2010). Pages 22-28.
- Neufeld, Thomas R. Yoder. *Recovering Jesus: The Witness of the New Testament*. Grand Rapids: Brazos Press, 2007. Pages 211-20.
- Sider, Ronald J. *Rich Christians in an Age of Hunger: Moving from Affluence to Generosity*. New ed. Nashville: Thomas Nelson, 2005. Pages 75-80.
- Stronstad, Roger. *The Charismatic Theology of St. Luke: Trajectories from the Old Testament to Luke-Acts*. 2nd ed. Grand Rapids: Baker Academic, 2012. Pages 55-69.
- Wenham, David. *The Parables of Jesus*. Downers Grove: IVP Academic, 1989. Pages 241-45.
- Wright, N.T. and Michael F. Bird, *The New Testament in Its World: An Introduction to the History, Literature, and Theology of the First Christians*. (Grand Rapids: Zondervan, 2019). Pages 316-333.

Online Videos* :

- Barclay, John, "The Gospel and Empire." Seedbed.com <https://youtu.be/RPr-yUjCD1o>.
- Gooder, Paula, StJohnsTimeline.co.uk:
"Mark: Part. 1," <https://www.youtube.com/watch?v=XyV2tuE84FA>;
"Mark: Part 2," <https://www.youtube.com/watch?v=P1tvW7t0WZY>;
"Luke," <https://www.youtube.com/watch?v=Xo98Bs8u3IU>;
"Matthew," <https://www.youtube.com/watch?v=UZ9JbA7o5EU>
- Martini, Jeromey, "Genealogies of Jesus." <https://video.horizon.edu/en/c/genealogy-of-jesus.1422>
- PBS, "From Jesus to Christ: Part One," <https://www.pbs.org/wgbh/frontline/film/showsreligion/>
- Stanton, Graham and James Dunn, "Kingdom of God." StJohnsTimeline.co.uk. <https://youtu.be/r9y4UEclaYg>.
- _____, "The Parables of Jesus." StJohnsTimeline.co.uk. <https://youtu.be/MydnAYHzGbI>.
- Wright, N.T. "Resurrection and the Renewal of Creation," <https://www.youtube.com/watch?v=GenlGUKZ-6Q>, Truett Seminary, Baylor University.

*Supplemental readings and videos are available on Populi.

Course Assignments and Activities

1) Supplemental Readings/Video Seminars

Using **complete sentences**, answer the questions given to the supplemental readings and video.

- a) Gooder (videos) + Hays (reading) – **June 21**
- b) PBS (video) + Barclay (video) + McKnight (reading) – **June 28**
- c) Martini (video) – **June 28**
- d) Neufeld (reading) + Kuhn and Sider (reading) – **July 5**
- e) Blomberg and Wenham (reading) + Stanton and Dunn (videos) – **July 12**
- f) Wright and Bird (reading) – **July 19**

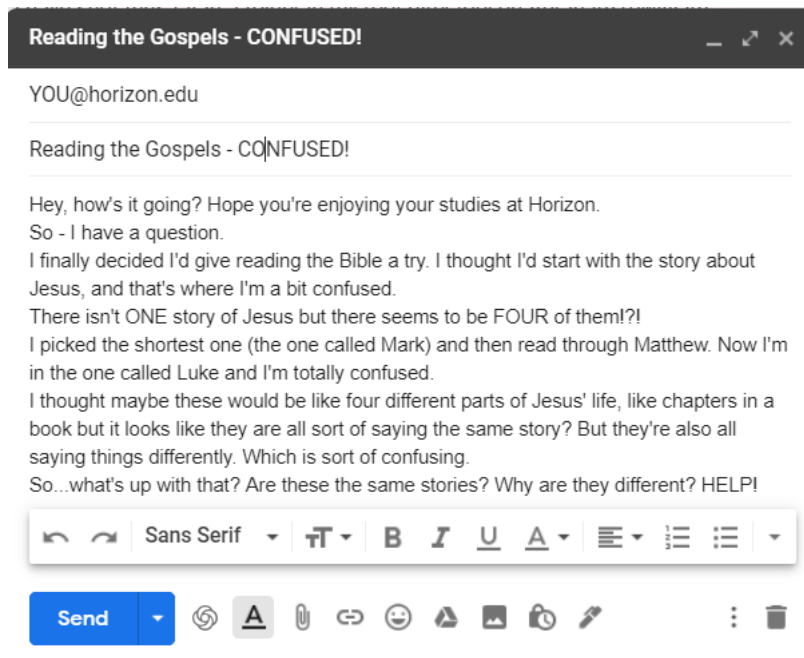
Note: There is no seminar June 22-28 so more time for independent work! 😊

(**Optional:** Watch Wright's "Resurrection and the Renewal of Creation" video)

- Related learning outcome(s): 4 & 5.
- Assignment Length: Various; 1-3 sentences per question. Due dates: as indicated above.

2) *Email response*

Watch the **Gooder** videos and read **Cosby** pp. 9-13; 55-58; 115-116 to help you respond to the following email to you.



In your response, you must identify **at least 5 distinct elements for each of the Synoptic Gospels**.

You can respond online here:

https://forms.office.com/Pages/ResponsePage.aspx?id=I_HWCUZyzEK8TbjBYkkgG0HzRs5VMjVKnddMAye_cTJUNDRNqkFZSUFRMVE0MTRWV0M3UExJNFJFUy4u

This assignment is due early in the course because grasping the content here will help your reading of the Gospels and answering the textbook questions from Cosby.

- Related learning outcome 1.
- **Assignment Length:** 1 page. **Due date:** June 21.

3) *Cosby Questions – Reading Journal*

Using Cosby as a guide, keep a journal of your reading through the Synoptic Gospels. Starting with the Gospel of Mark, read in order through Mark, Luke, and Matthew and answer the Cosby questions assigned.

For each answer, **clearly** indicate:

- ✓ **the biblical reference** for the question you are answering;
- ✓ **the question AND question number** you are answering, AND
- ✓ **the Cosby page number** on which the question appears.

It is **imperative** you include all of the above information when answering your questions because any page of Cosby’s book can have **multiple** occurrences of a question number. For example, p. 87 has **three** occurrences of question #1, each relating to a different section of Luke. Without including this information, it is not clear which question you are answering.

Submit the typed document on Populi.

- Related learning outcomes: 2 & 4
- **Assignment Length:** 1-2 sentences per question. **Due dates:** (based on 1.5 weeks per Gospel):
 - **Mark:** June 24
 - **Luke:** July 6
 - **Matthew:** July 15

4) *Exegetical Research Project.*

- a) Identify a 10-15 verse **pericope** – a self-contained passage – from the Synoptic Gospels.
- b) Research the passage using a minimum of **SIX (6)** *relevant* secondary sources.
- c) Submit your project in **written** form, such as:
 - a 6-page formal paper – follow proper procedures and conventions for paper-writing. Use full and proper referencing of all sources.
 - a fully scripted sermon – use full sentences – no point-form. Include also full and proper referencing of all sources. Even if you won’t communicate those references orally to a “congregation,” they must appear visibly in your written sermon.
 - a clearly structured Bible study – use full sentences to flesh-out your outline. Design leading questions for group discussion to lead the group along the points of your argument. Include full and proper references to your sources that support your points, even if you would not share these references directly with your Bible study group.
 - a blog post or series – use full sentences and include footnotes.
 - a creative expression – a song, poem, video, visual art; whatever. Submit a **written report** that explains your creative work, including an **explanatory argument** of how your creative expression accurately reflects the passage, and properly formatted **footnote references** that documents your research.

Whatever the form your project finally takes, it will be assessed on **the quality of your research** and **how well you demonstrate your argument**, showing your competency as a close reader of the text. I will **not** assess the creative aspects of your presentation.

- Related learning outcomes: 2, 3, 4, 5.
- **Assignment Length:** ~6 pages, depending on the medium of submission. **Due date:** July 22

Time Investment – includes reading/viewing + response

	Time (approx.)	Due Dates
Cosby Questions	40 hours	Mark: June 24 Luke: July 6 Matthew: July 15
Email Response	1.5 hours	June 21
Assigned Videos/ Readings:		
Gooder	1.5 hour	June 21
Hays	2 hours	June 21
PBS	1.5 hours	June 22
Barclay	1 hours	June 28
McKnight	1.5 hours	June 28
Martini	1 hour	June 28
Yoder-Neufeld	3 hours	July 5
Kuhn/Sider	3.5 hours	July 5
Blomberg/Wenham	1.5 hours	July 12
Stanton/Dunn	1.5 hours	July 12
Wright and Bird	2.5 hours	July 19
Exegetical Project	25 hours	July 22
Revisions (if necessary)	<u>5-7 hours</u>	Final submissions:
	92-95 hours	

Assessment Rubrics

Assignment assessment rubrics are available with the assignment on Populi.

Course Outline

Dates:	Content:	Assignments:
June 15-21	<p style="text-align: center;">Jesus and Synoptic Gospels Study</p> <p>Seminar (June 15): Orientation to the course, the Synoptic Gospels, and the historical Jesus</p> <p>Independent Study: Assigned Cosby reading (pp. 9-13; 55-58; 115-116), Gooder videos, Hays reading</p>	<p>Email Response</p> <p>Hays Reading Response</p> <p>June 21</p>
June 22-28	<p style="text-align: center;">The Birth of the Messiah</p> <p>Seminar (June 22): PBS documentary (continues setting historical background) (1.5 hrs)</p> <p>Independent Study:</p> <ol style="list-style-type: none"> 1. Barclay video (Roman background – only 7 min) 2. McKnight (historical Jesus) 3. Martini video (birth of Jesus) and genealogy handout 	<p>Barclay Video Response</p> <p>McKnight Reading Response</p> <p>Martini Video Response</p> <p>June 28</p>
June 29-July 5	<p style="text-align: center;">The Teaching of the Messiah (1)</p> <p>Seminar (June 29): Examining Jesus’ teachings on the Sermon on the Mount/Plain</p> <p>Independent Study:</p> <ol style="list-style-type: none"> 1. Yoder-Neufeld reading (Sermon on the Mount) 2. Kuhn and Sider readings (Jesus’ audience) 	<p>Yoder-Neufeld Response</p> <p>Kuhn and Sider Response</p> <p>July 5</p>
July 6-12	<p style="text-align: center;">The Teaching of the Messiah (2)</p> <p>Seminar (July 6): Continuing discussion of Jesus’ teachings, here focused on his use of parables.</p> <p>Independent Study:</p> <ol style="list-style-type: none"> 1. Blomberg and Wenham reading (parables) 2. Stanton and Dunn <ol style="list-style-type: none"> a. Parables b. Kingdom of God 	<p>Blomberg and Wenham Response</p> <p>Stanton and Dunn (2) Response</p> <p>July 12</p>
July 13-17	<p style="text-align: center;">The Death of the Messiah</p> <p>Seminar (July 13): Significance of Jesus’ death and resurrection of Jesus</p> <p>Independent Study:</p> <ol style="list-style-type: none"> 1. Wright and Bird reading (resurrection) 2. (Optional) Wright video (resurrection) 	<p>Wright and Bird Response</p> <p>July 17</p>
July 22	All Assignments Due	
July 31	Final Revisions Due	

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.

In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

General

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The Historical Jesus

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