Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at [http://support.nts.edu](http://support.nts.edu).

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

Instructor Information

Professor: David Ackerman, Ph.D.  
Email: david@acky4.com

Home Office: (208) 543-4004

Catalog Description

Various proposals regarding the structure of Matthew's Gospel will be studied as a clue to the purpose and message of the book. Selected passages will be examined to uncover the theological teaching of the Gospel.

Course Narrative & Rationale

The Gospel of Matthew is a middle-level, English New Testament exegesis course. LNG510, Introduction to Biblical Languages, and BIB550, Biblical Hermeneutics, or their equivalents, are prerequisite. The Gospel of Matthew will meet the requirement for a prescribed New Testament exegesis course in the M.Div. program. It will meet the 2001-2004 catalog requirements for a gospel class for the M.Div. It may also serve as a Biblical elective in the MA programs. It may be taken as an elective without regulation.

Course Methodology
This course uses various reading materials (lecture notes and textbooks), online discussions, individual written assignments, and public presentation.

**Course Vision**

If God were to really bless this course students would be captivated by the message and method of the Gospel of Matthew. Their understanding of the kingdom of God would focus the direction of their Christian lives and ministries. Their understanding of discipleship would give content to their own spiritual formation. Their understanding of Christology would enhance the depth and fervor of their worship. Their grasp of the inter-relationship of the Old and New Testaments would open up a strategy for living out of the whole canon of Scripture. Their awareness of Matthew’s social/historical context would give them confidence that the gospel speaks graciously and effectively to unsettled times and people. Should such changes begin to occur in students their ministries would spill confidence in God into the life of the church. As the church begins to live out of the forming reality of the gospel in kingdom ways the world would discover authentic Christianity. The response of the world would include hostile rejection and open seeking, but those responses would be informed and honest responses. The church would be strengthened, both numerically and in terms of character, and that would produce a new generation of students eager to be formed by Matthew’s gospel.

**Degree Objectives**

This course addresses the following NTS Degree Program Objectives:

- MDiv Objective 2, “Articulation of the knowledge of God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments, exhibited in the following outcomes; the student will: b. Use scholarly methods for understanding Scripture, c. Identify key theological themes as they arise from Scripture, d. Identify and relate literary and theological emphases of Scripture, e. Understand the formative power of Scripture in shaping corporate and personal Christian life, f. Appropriate Scripture to personal and corporate life both in and beyond the church.”

- MACE Objective 1, “Appropriate and enhance the student’s ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and the Church and to inform a passionate, vital, and redemptive ministry.

- MAICS Objective 4, “Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting.

- MA(TS) General Academic Track Objective 1, “Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships.

**Course Outcomes**

As a result of this course the student should be able to:

1. Describe the content, flow and structure of Matthew’s gospel, (Assignments 1, and 9)
2. Identify purposes and themes of Matthew and recognize how Matthew uses them, (Assignments 1, 2, 5, and 9)
3. Distinguish major approaches toward the interpretation of the Sermon on the Mount and identify how each can be applied in Christian living, (Assignments 2, 3, 4, and 9)
4. Articulate the basic meaning and purpose of the kingdom of God/heaven in Jesus’ teaching, especially as found in Matthew, (Assignments 2, 4, 8, and 9)
5. Apply material from Matthew’s gospel to the needs and concerns of both the contemporary church and the contemporary world. (Assignments 4, 5, 6, 8, and 9)
6. Recognize evidences of Matthew’s particular Christology and articulate its relationship to Jesus’ message as a whole, (Assignment 2 and 9)
7. Articulate the Matthean view of the relationship of the Old Testament and Jesus with regard to the concept of fulfillment, not only of prophecy, but also of law, (Assignments 2, 3, and 9)
8. Summarize the major positions on critical issues of authorship, date, audience, and social/historical context of the first gospel, (Assignments 2 and 7)

**Church of the Nazarene COSAC Competencies**

**CN 9** Ability to identify the genre and basic thrust of each New Testament book (Assignments 2 and 9)

**CN 10** Ability to summarize the significant life events of Jesus and Paul (Assignments 1 and 2)

**CN 11** Ability to identify the significant elements of the message of Jesus and Paul (Assignments 1, 2, 3, 4, 5, 8, and 9)

**CN 12** Ability to describe the impact of the historical background of the New Testament on the message of Jesus and Paul (Assignments 2 and 9)

**CN 13** Ability to chronologically order the significant events and persons of the New Testament (Assignment 1)

**CN 14** Ability to identify and describe the major theological concepts of the New Testament (Assignments 1, 5, 8, and 9)

**CN 16** Ability to identify the steps of historical, literary, and theological analysis used in exegesis (Assignment 4 and 7)

**CN 17** Ability to exegete a passage of Scripture (Assignments 4 and 7)

**CN 20** Ability to reflect theologically on life and ministry (Assignments 4, 6, and 8)

**CP 1** Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning (Assignments 4, 6, and 7)

**CP 2** Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry (Assignments 4, 5, 6, and 7)

**CP 3** Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts (Assignment 6)

**CP 10** Ability to synthesize, analyze, reason logically for discernment, assessment, and problem solving and live with ambiguity (Assignments 4, 5, and 7)

**Required Texts & Course Materials**
The Bible: Students who do not use Greek and Hebrew should access the text through a fairly literal translation such as the NASB, NRSV or ESV. The instructor will use the NRSV and his own translation in class. The reading of Matthew for the inductive assignment should be done from an edition with the fewest possible interpretive aids. Optimal benefit on the inductive study is received from
preparing a computer generated text with no headings, notes, or chapter and verses markers. Students are encouraged to do as much study as possible in the Greek text using tools available to them.


**Recommended Texts & Course Materials**


**Course Outline**

**Week 1**

I. Introduction to Matthean Study
   A. The “Gospel”
   B. “Of Matthew”
      1. Authorship and Date
      2. The Historical and Social Context
      3. Key Themes in the First Gospel
      4. Genre and Structure
   C. Matthew’s Relation to the Other Gospels: The “Synoptic Problem”

**Week 2**

II. Preamble: The Coming of the Kingdom (chs. 1-2)
   A. Lineage from Abraham to David (1:1-17)
   B. Nativity given from Joseph’s perspective (1:18-25)
   C. The Visit of the Wise Magi (2:1-12)
   D. The Plot of the Foolish Herod and the Flight to Egypt (2:13-23)

**Week 3**

III. Discipleship of the Kingdom (chs. 3-7; narrative 3-4, discourse 5-7))
   A. John’s Voice in the Wilderness (3:1-12)
   B. God’s Voice from Heaven (3:13-23)
C. Jesus’ Temptation in the Desert; the First Test of Jesus’ Power (4:1-17)
D. Calling of the First Disciples (4:18-22)
E. Healing Ministry Begins in Galilee (4:23-25)

**Week 4-5**

F. Sermon on the Mount: the New Standard of Discipleship; the First Discourse (chs. 5-7)
   1. Beatitudes (5:1-12)
   2. Salt and Light (5:13-16)
   3. Fulfilling the Law (5:17-20)
   4. Applying the Law (5:21-48)
   5. Holy Living (6:1-34)
   6. Judging (7:1-6)
   7. Prayer (7:7-12)
   8. True Discipleship (7:13-29)

**Week 6**

IV. Authority of the Kingdom (chs. 8-10; narrative 8-9, discourse 10)
A. Jesus’ Healing Ministry (ch. 8-9)
   1. Authority over Illness (8:1-17)
   2. Authority over Nature and the Cost of Discipleship (8:18-27)
   3. Authority over Demons (8:28-34)
   4. Power over Paralysis (9:1-8)
   5. Calling of Matthew and Discipleship (9:9-17)
   6. Power of Healing (9:18-34)
B. A Charge to the Twelve (9:35-10:42; Second Discourse: “The Discipleship Discourse”)
   1. The Harvest and need for workers (9:35-38)
   3. Sheep among Wolves (10:16-33)
   4. The Great Divider (10:34-11:1)

**Week 7**

V. Revelation and opposition to the Kingdom (11:1-13:52; narrative 11-12, discourse 13)
A. Disclosure of who Jesus is (chs. 11-12)
   1. John the Baptist Questions and is Praised (11:1-19)
   2. Woe to Unrepentant Cities (11:20-24)
   3. Rest for the Weary (11:25-30)
   4. Jesus as Lord of the Sabbath (12:1-14)
   5. Summary Statement (12:15-21)
   6. Proof by Jesus’ Works (12:22-37)
   7. Sign of Jonah; Questioned by Family (12:38-50)

**Week 8**

B. Parables of the Kingdom (chs. 13; Third Discourse: “Parables”)
   Sower, Weeds, Mustard Seed, Yeast, Hidden Treasure and Pearl, Net

**Week 9**

VI. Administration and Rejection of the Kingdom (chs. 14-18; narrative 14-17, discourse 18)
A. Miracles, Healings, and Feedings (ch. 14-15)
   1. Death of John (14:1-12)
   2. Feeding of 5000 (14:13-21)
   3. Walking on Water (14:22-36)
   4. Controversy over Clean and Unclean (15:1-20)
   5. Faith of a Canaanite Woman (15:21-28)
6. Feeding of 4000 (15:29-39)

B. Disclosure of the Christ (ch. 16)
   1. Pursuit of Signs and Warnings about Bad Yeast (16:1-12)
   2. Peter’s Confession of Christ (16:13-20)
   3. Jesus Predicts His death (16:21-28)

C. Transfiguration; the Mountain (17:1-13) and the Valley (17:14-27)

Week 10

D. Life in the Kingdom (ch. 18; Fourth Discourse: “Church Discourse”)
   1. The Greatest in the Kingdom (18:1-9)
   2. Parable of Lost Sheep (18:10-14)
   3. The Brother who sins (18:15-20)
   4. Parable of the Unmerciful Servant and Forgiveness (18:21-35)

Week 11

VII. Judgment and Triumph of the Kingdom (chs. 19-25; narrative 19-22; discourse 23-25)

A. Jesus’ new way versus the old way of the Jewish leaders (ch. 19-20)
   1. Teaching about Divorce (19:1-12)
   3. Teaching and Traveling to Jerusalem (19:16-20:34)

B. The King Comes (ch. 21)
   1. Triumphal Entry (21:1-11)
   2. Jesus Clears the Temple (21:12-17)
   3. Cursing of the Fig Tree (21:18-22)
   4. Jesus’ Authority Questioned (21:23-27)

C. Parables (21:28-22:14)
   Two Sons; Tenants; Wedding Banquet

D. Pharisees and Sadducees (22:15-23:39)
   1. Question about Paying Taxes and Marriage at the Resurrection (22:15-33)
   2. The Greatest Commandment (22:34-40)

Week 12

E. The King Comes Again (24:1-25:46; Fifth Discourse: “Eschatological Discourse” or “Olivet Discourse”)

Week 13

VIII. The Power of the King of the Kingdom; Passion and Resurrection (chs. 26-28)

A. The King is Tried (ch. 26)
   1. Jesus Anointed at Bethany and Judas’ Plot (26:1-16)
   2. The Last Supper (26:17-35)
   3. Agony in Gethsemane (26:36-46)
   4. Jesus Arrested taken before the Sanhedrin (26:47-68)
   5. Peter betrays Jesus (26:69-75)

B. The King is Crucified (ch. 27)
   2. Jesus goes before Pilate (27:11-31)
   3. Jesus is crucified at Golgotha (27:32-44)
   4. Jesus dies and is buried (27:45-66)

C. The King is Resurrected (28:1-15)

D. The King Sends Forth: The Great Commission (28:16-20)

Week 14
IX. Course Conclusion
   A. Contemporary Applications
   B. The Call of Discipleship

Course Assignments & Requirements

1. **Inductive Study of Matthew (Outcomes 1, 2, CN10, 11, 13, 14)** - An inductive study of Matthew will be the first major class requirement. You should follow the procedures given in the instructions attached to this syllabus through Step 4. Each step represents another reading of Matthew’s gospel. Each reading should be done on a separate day so you will need to begin the process soon.
   a. The notes from **Reading 1** will be due to be uploaded to the Moodle Inductive Study Reading 1 assignment tab by 11:55 p.m., **September 18**.
   b. The chapter titles and notes from **Reading 2** will be due to be uploaded by 11:55 p.m., **September 21**.
   c. The color markings and notes from **Reading 3** will be due to be uploaded by **September 25**. You should do the color marking by color highlighting a digital copy of Matthew’s text and submitting it electronically. An electronic copy of the NRSV of Matthew is available in the Course Resources for this course on Moodle.
   d. **Reading 4** should produce paragraphs titles, major section titles, and book title according to the instructions attached. Reading 4 report should include your name, the Title you select for the whole Gospel of Matthew, the major section titles you select (with chapter and verse indications), the chapter titles (imported from Reading 2 with any changes you have made), and the paragraph titles (with verses indicated). This Reading 4 report will be due to be uploaded by **September 28**.

   Remember, these reading reports are to be posted no later than 11:55 p.m. CDT on the due date. Be sure your name is on the assignment and that you put an appropriately descriptive title (Ind Study Reading 1, Ind Study Reading 2, Ind Study Reading 3, etc.) on each assignment. Please name the file with your first name, your last name, and the title (e.g. MyName_Inductive_Reading_1.docx).

2. **Commentary and Course Material Reading (Outcomes 1, 2, 3, 4, 6, 7, CN 9, CN 10, CN 11 and CN 12)**: Each week there will be some materials posted in Moodle that may include lecture material from the instructor, various handouts, links to articles or internet resources. You should read this material alongside of your weekly reading of the sections of Matthew scheduled according to the Course Outline above. In addition, you should read the corresponding sections of the commentaries by Garland and France. You do not need to read every word in France but use it more as a reference and resource to answer questions that may arise in your study and as a tool for researching for your projects.

3. **The Sermon on the Mount Through the Centuries Report (Outcomes 3, 7, and CN 11)** – You should write a review of the book edited by Greenman, et. al. that will be due by 11:55 p.m. **October 19**. Your review should be about 1000 words. You should respond briefly to each chapter in the book, but pick a favorite chapter to which you respond at more depth. Conclude
the report with a brief reflection on the similarities and differences between the way the persons represented in each chapter interpreted the Sermon on the Mount and the way the Sermon was interpreted in class. Some of the contents of this book will serve as the basis for a class discussion. You may use APA form and style.

4. Sermon/Bible Study Outlines (Outcomes 3, 4, 5, CN 11, 16, 17, 20, CP 1, 2, 10) – Three Sermon or Bible Study Outlines over sections of the Sermon on the Mount will be due November 9. For each of the three you should clearly indicate: the passage being studied, the reason you chose that passage, the audience/context you envision hearing the sermon or Bible study, the purpose of your sermon or Bible study, a second degree outline (Capital letters – I. A, I. B, etc.) of your proposed presentation, the major exegetical content that will give power to your presentation, and a bibliography of resources you use to prepare your materials. Note that this assignment does not ask you to actually write out the sermon or the Bible Study, but to do the initial work preparatory to such writing. Each sermon/Bible Study Outline that you turn in should be no more than 2 pages of printed material.

5. Powell Textbook Reading Report (Outcomes 2, 5, CN 11, 14, CP 2,10) – You should write a 500-1000 word evaluation of Powell’s book. Interact, at least briefly, with each chapter and with the book’s concept as a whole. Feel free to select one chapter with which to interact in more depth. This book will form the basis of one of our class discussions. Your written report over Powell’s book will be due to be uploaded to the appropriate Moodle assignment tab at 11:55 p.m. November 23. You may use APA form and style.

6. Ministry Application Assignment (Outcome 5, CN 20, CP 1, 2, 3) – During this semester, you will teach or preach from a passage or passages from the Gospel of Matthew. You may do this in a local church setting (preaching in one of the services, teaching a Sunday School class, teaching a Bible Study, etc.) or in a setting outside the local church (preaching at a nursing home or rescue mission, leading a Bible study at a youth center, etc.). Your oral presentation should be no less than 15 minutes and hopefully not more than 30 minutes. You may use a passage you used for the Sermon/Bible Study Outlines assignment or from your Major Research Project assignment, though you do not need to do so. You need to also arrange for a minister or lay professional person (teacher, nurse, doctor, lawyer) to observe your presentation and to fill out a copy of the attached evaluation form. If you have questions about the qualifications of potential evaluators, you should email the instructor for clarification. If you wish you may secure several evaluators (make copies of the evaluation form for each). You should provide that person(s) with an envelope in which they can seal your evaluation. You should send a copy of your presentation notes (whatever you had in front of you as you spoke), your preparation notes, a one page description and personal evaluation of the event, and the sealed evaluation(s) to David Ackerman, 4319 Canyon View Lane, Buhl, ID 83316. You should not do your oral presentation until November. The material sent to the instructor must be postmarked no longer than Monday, December 9.

7. Major Research Project (Outcome 8, CN 16, 17, CP 1, 2, 10) - Select a passage or subject related to Matthew’s gospel. Learn as much about it as you can during the semester. The written paper will be due on Saturday, December 7. The written paper should be no fewer than 4500 words and no more than 6500 words. The passage may be the same passage as chosen for the local
church presentation. The form and style should follow Turabian. Possible options for this paper include

- **Option 1 - Practical:** The student will produce an exegesis-exposition paper. The exegesis section should contain no less than 2000 words of typed, double-spaced exegetical work showing the literary, theological, and historical issues that define the meaning of the text. There should be an essay of no less than 500 words describing the contemporary issues which are addressed by the pericope. There should be proper footnoting in these first two sections, followed by a bibliography. Finally, there should be a typed, double-spaced sermon manuscript or Bible Study Lesson over the pericope. The sermon or the Bible Study Lesson should show clear evidence of the exegesis done in the first section of the paper though it should not woodenly repeat it.

- **Option 2 - Exegetical:** The student will write a traditional exegetical paper over a pericope in Matthew. Thorough treatment of historical, literary, and theological issues that define the meaning of the text will constitute the content of the paper. The footnotes and bibliography should reflect the use of at least four critical commentaries plus journal articles devoted to the pericope.

- **Option 3 - Issues:** The student will write a research paper over a critical issue in Matthean studies. Suitable topics include: The Structure of Matthew, Authorship, Patterns of Matthean Redaction, Discipleship in Matthew, The Church in Matthew, Christology in Matthew, Matthean Perspectives of the Kingdom, and Matthew's Use of the Old Testament. Other topics may be suitable but should be cleared with the instructor.

8. **Wright Reading Report (Outcomes 4, 5, CN 11, CN 14, CN 20):** Prepare a 1-2 page (300-500 or so word) response to Wright’s book and be prepared to post this as one of your Discussion Question responses for Week 14. In your reading, especially pay attention to the final chapter and Wright’s discussion of God’s kingdom. Our discussion will focus on the theme of discipleship, the church, and the kingdom of God. The grade for this report will be part of the discussion participation for the week.

9. **Discussion Questions & Participation (Outcomes 1, 2, 3, 4, 5, 6, 7, CN 9, CN 10, CN 11, CN 14, CN 20, CP 10):** Each week one or two Discussion Questions will be posted in Moodle as part of the learning unit for that week. The initial post for each Discussion Question should be posted no later than Wednesday 11:55 pm to be counted on time. You should then give a minimum of two responses to others’ posts no later than Saturday 11:55 pm.

10. **Course evaluations** will be made available in the final two or three weeks of class in Moodle. The evaluation will be linked to a course assignment when available by the Dean’s Office. Please take the time to complete it. It will be used to improve the course. The professor’s peer accountability partners may view the results of your evaluation. The professor will never see your individual evaluation. It will be delivered to him through a third party to provide you with complete anonymity. Your serious participation is expected and appreciated.

**Distribution of Student Learning Hours**

[Blank Table]
Online Participation in forums 25
Reading 60
Writing 50
Ministry Presentation 10
TOTAL 145

Method for Submitting Assignments
Each assignment is to be submitted through its corresponding link in Moodle. Assignments are NOT to be submitted as hard copy, via fax, or via e-mail unless directed. Students should keep electronic copies of all work done for the course perchance they (or the professor) accidentally delete an assignment from the Gradebook.

Form and Style Expectations
All written work should be clear, organized, and carefully proof read before submission, watching for common grammatical and punctuation errors. All submitted work should follow the latest version of Turabian unless otherwise noted. For help in writing assignments, see Guidelines for Writing Papers posted in Moodle.

Inclusive Language
NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams
All work is due by 11:55 Central Time on the date listed in the course syllabus and schedule. I will still accept any work as on time as long as it is time stamped before midnight. Moodle will give each submission a time stamp. To avoid having the wrong due time and date in Moodle, please check your personal profile to make sure your time zone matches that of NTS (set Timezone to “Server’s local time”). Late posting of discussion questions and responses will result in a 50% deduction in credit for the first week late and 75% reduction thereafter. Late papers will result in a 10% reduction in credit per week late up to 50%. All assignments must be in no later than the last day of the course (5/10). Even if your work is late, it is better to turn it in and get partial credit for it. If you know of some outside responsibility that will delay your work or participation, arrangements must be made ahead of time with the professor who will take each situation into consideration on a case-by-case basis. Request for an Incomplete should be filed with the Registrar far enough ahead of time to avoid failing the course. Late penalty for incomplete assignments will be put on hold once official notice for an incomplete has been made and accepted through the Registrar’s office.

Additional Costs
Beyond the textbooks and tuition, there are no additional costs for this course.

Course Grading
Course Grading will be based on a percentage system corresponding to the following percentages:

A = 90%  B = 80%  C = 70%  D = 60%

(For what these letters mean, please see the NTS catalog.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Inductive Study (4 @ 5% each)</td>
<td>20</td>
</tr>
<tr>
<td>Greenman, et al. Report</td>
<td>4</td>
</tr>
<tr>
<td>Sermon/Bible Study Outlines (3 @ 5% each)</td>
<td>15</td>
</tr>
<tr>
<td>Powell Report</td>
<td>4</td>
</tr>
<tr>
<td>Ministry Application Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Online Discussion Participation (22 @ 1% each)</td>
<td>22</td>
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<tr>
<td>Major Exegetical Project</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>100</td>
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Students are reminded of the following *minimum* requirements for online participation:

- Students are encouraged to read posts nearly every day.
- Students are required to write a quality post at least three days each week.
- A quality post is one that begins a new topic, critical reflection on another person’s post, or one that moves the discussion in a new direction.
- Correct grammar and accurate spelling are expected.

The following rubric will be used to determine participation grades:

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<thead>
<tr>
<th>Quality of Insight &amp; Support</th>
<th>Great</th>
<th>Good</th>
<th>Average, needs work</th>
<th>Poor or none</th>
</tr>
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<tbody>
<tr>
<td>Shows critical thinking</td>
<td></td>
<td></td>
<td>No reference to course materials</td>
<td>Does not express opinions or ideas clearly</td>
</tr>
<tr>
<td>Support for opinions</td>
<td></td>
<td></td>
<td>Posts off topic</td>
<td>No support for ideas</td>
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<tr>
<td>from readings and/or clear</td>
<td></td>
<td></td>
<td>Minimal support for ideas</td>
<td>Minimal connection to topic</td>
</tr>
<tr>
<td>argumentation</td>
<td></td>
<td></td>
<td>Insight into topic is lacking</td>
<td>(3 points)</td>
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<tr>
<td>Relevant to topic</td>
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<td>(3 points)</td>
<td>(3 points)</td>
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<tr>
<td>Adds depth to discussion</td>
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<td>(4 points)</td>
<td>(2 points)</td>
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<tr>
<td>(5 points)</td>
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<td>(2 points)</td>
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<table>
<thead>
<tr>
<th>Participation</th>
<th>Responds more than minimum number</th>
<th>Responds minimum number</th>
<th>Responds less than minimum</th>
<th>Rarely participates in discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes initiative in leading discussions</td>
<td>Some initiative is evident interaction is sporadic</td>
<td>Responds to others but does not take initiative</td>
<td>Marginal effort to be involved</td>
<td>Seems indifferent</td>
</tr>
<tr>
<td>Strong interaction with others (5 points)</td>
<td>(4 points)</td>
<td>(3 points)</td>
<td>(3 points)</td>
<td>(2 points)</td>
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</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Well developed posts</th>
<th>Posts show some development of thought</th>
<th>Posts lack structure</th>
<th>Short or irrelevant remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goes beyond minimum number of words</td>
<td>Minimum number of words Occasional spelling and grammatical errors</td>
<td>Poor writing, some of post is difficult to follow</td>
<td>Posts lack care in writing, numerous writing errors, hard to follow thought</td>
<td></td>
</tr>
<tr>
<td>Well written and presented (5 points)</td>
<td>(4 points)</td>
<td>(3 points)</td>
<td>(3 points)</td>
<td>(2 points)</td>
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</tbody>
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<thead>
<tr>
<th>Timeliness</th>
<th>Initial post and responses by deadline (5 points)</th>
<th>Initial post and/or responses one day late (4 points)</th>
<th>Initial post and/or responses two days late (3 points)</th>
<th>Initial post and/or responses three or more days late (2 points)</th>
</tr>
</thead>
</table>

A good rule of thumb: write more than you think you need. I would rather you explain your ideas than leave something to assumption. Most initial posts should be several well-organized paragraphs, with a minimum of 150 words. Each response should be a minimum of one well-organized paragraph of a minimum of 75 words. I will grade not on the quantity but the quality, but
quantity is a factor. If you wish to receive a high grade for participation, give well-organized and supported responses. Participation that reaches the minimum above should expect a grade of 16-18. The highest grades are reserved for those who are significantly involved in the discussion and take the initiative, providing fresh insights into the issues.

If a student does not meet class participation standards in an online environment for four or more weeks, the professor may automatically fail the student.

The written assignments will be evaluated on a 0 to 100 scale. These will be graded by the following criteria:

1) Content 70%
   - Does the work address the key questions of the assignment?
   - Is the work supported by logic, Scripture, or outside sources as needed?
   - Does the work show significant insight into the issues or is the understanding more basic?
   - Did the writer put careful thought into the assignment?

2) Form and Writing 30%
   - Is the writing easy to follow, organized, with a clear thesis?
   - Is the grammar correct?
   - Is proper form followed (citations, margins, page numbers, spacing and so on)?

The professor will usually give feedback on assignments and discussions no later than seven days after the assignment is due or the close of the week in which the assignment is due. Larger assignments such as major papers may take longer. The professor will offer suggestions when possible for potential improvement on future assignments.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

**Class Attendance**

Attendance at classes is essential for realizing the maximum benefit of your education and for achieving the learning objectives for this course. If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student. Daily attendance records will be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.
**Audio and Video Recordings**

In order to foster a safe learning environment in which various viewpoints are respected, audio or video recordings or transcripts thereof by students is prohibited without the permission of the faculty member in charge of the course. If permission is granted, redistribution of these recordings or transcripts thereof outside the scope of the course is prohibited.

Students enrolling in videoconferencing courses or participating in certain synchronous Moodle activities should be aware that their images and voices will be transmitted digitally through the videoconferencing equipment and may be recorded. Continued enrollment in these courses constitutes willingness to participate in the class with these conditions. If you have privacy concerns, please discuss your enrollment with the Registrar.

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>9/9-15</td>
<td>1</td>
<td>Note: This is the “introduction” week when you begin to explore the issues of the course. There is no writing assignment to be uploaded. Make sure you have all the course materials on hand.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Read</strong></td>
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<tr>
<td></td>
<td></td>
<td>a. Read all of Matthew in preparation for the course. You may choose a more dynamic translation like the NIV for this initial read.</td>
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<td></td>
<td></td>
<td>b. Course material posted in Moodle</td>
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<td></td>
<td></td>
<td>c. Introductions in Garland and France</td>
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<td></td>
<td></td>
<td><strong>Discuss:</strong></td>
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<td></td>
<td>a. Autobiography: Each student will submit a personal introduction in the forum.</td>
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<td></td>
<td></td>
<td>b. Discussion One:</td>
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<td>9/16-22</td>
<td>2</td>
<td><strong>Read</strong></td>
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<tr>
<td></td>
<td></td>
<td>a. Matthew 1-2</td>
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<td></td>
<td>b. Course material posted in Moodle</td>
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<td></td>
<td></td>
<td>c. Appropriate sections of Garland and France</td>
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<td></td>
<td><strong>Discuss:</strong></td>
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<td>a. Discussion Two:</td>
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<td>b. Discussion Three:</td>
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<td></td>
<td></td>
<td><strong>Write:</strong></td>
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<td></td>
<td>Inductive Study Reading 1, due by Wednesday, 11:55 pm.</td>
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<td>Inductive Study Reading 2, due by Saturday, 11:55 pm.</td>
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<tr>
<td>9/23-29</td>
<td>3</td>
<td><strong>Read</strong></td>
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<td></td>
<td></td>
<td>a. Matthew 3-4</td>
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<td></td>
<td>b. Course material posted in Moodle</td>
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<td></td>
<td></td>
<td>c. Appropriate sections of Garland and France</td>
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<td></td>
<td></td>
<td><strong>Discuss:</strong></td>
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<tr>
<td></td>
<td></td>
<td>a. Discussion Four:</td>
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<tr>
<td>Date Range</td>
<td>Week</td>
<td>Read</td>
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<td>------------</td>
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</tbody>
</table>
| 9/30-10/6  | 4    | a. Matthew 5-7  
             b. Course material posted in Moodle  
             c. Appropriate sections of Garland and France | a. Discussion Six:  
             b. Discussion Seven: | Inductive Study Reading 3, due by Wednesday, 11:55 pm.  
             Inductive Study Reading 4, due by Saturday, 11:55 pm. |
| 10/7-13    | 5    | a. Reread Matthew 5-7  
             b. Course material posted in Moodle  
             c. Appropriate sections of Garland and France | a. Discussion Eight:  
             b. Discussion Nine: | |
| 10/14-20   | 6    | a. Matthew 8-10  
             b. Course material posted in Moodle  
             c. Appropriate sections of Garland and France | a. Discussion Ten:  
             b. Discussion Eleven: | |
| 10/21-27   | 7    | a. Matthew 11-13  
             b. Course material posted in Moodle  
             c. Appropriate sections of Garland and France |  | The Sermon on the Mount Through the Centuries Report due by Saturday, 11:55 pm. |
| 10/28-11/3 | 8    | a. Matthew 11-13  
             b. Course material posted in Moodle  
             c. Appropriate sections of Garland and France | a. Discussion Twelve:  
             b. Discussion Thirteen: | |
| 11/4-10    | 9    | a. Matthew 14-17  
             b. Course material posted in Moodle  
             c. Appropriate sections of Garland and France |  | |

**Reading and Research Week**

**Presentation:**
At some point in November, arrange to do your Ministry Application Assignment.
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Read</th>
<th>Discuss</th>
<th>Write</th>
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</thead>
<tbody>
<tr>
<td>11/11-17</td>
<td>10</td>
<td>a. Matthew 18</td>
<td>a. Discussion Fourteen:</td>
<td>Sermon/Bible Study Outlines due by Saturday, 11:55 pm</td>
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<tr>
<td></td>
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<td>b. Course material posted in Moodle</td>
<td>b. Discussion Fifteen:</td>
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<td>c. Appropriate sections of Garland and France</td>
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<tr>
<td>11/12-24</td>
<td>11</td>
<td>a. Matthew 19-23</td>
<td>Discuss:</td>
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<td>b. Course material posted in Moodle</td>
<td>a. Discussion Sixteen:</td>
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<td>c. Appropriate sections of Garland and France</td>
<td>b. Discussion Seventeen:</td>
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<td>b. Course material posted in Moodle</td>
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<td>c. Appropriate sections of Garland and France</td>
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<tr>
<td>12/2-8</td>
<td>13</td>
<td>a. Matthew 26-28</td>
<td>Discuss:</td>
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<td>b. Course material posted in Moodle</td>
<td>Discussion Twenty:</td>
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<td>c. Appropriate sections of Garland and France</td>
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<tr>
<td>12/9-12</td>
<td>14</td>
<td>a. Reread all of Matthew with fresh eyes informed by your detailed study this semester.</td>
<td>Write:</td>
<td>Major Research Project due by Saturday, 11:55 pm.</td>
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<tr>
<td></td>
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<td>b. Course material posted in Moodle</td>
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<td>Note: Course Evaluations (approximate release time by the Dean’s Office)</td>
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<td></td>
<td>Discuss:</td>
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<td></td>
<td>Discussion Twenty-two: Reflections on Wright’s book, discipleship, the church,</td>
<td></td>
</tr>
</tbody>
</table>
and God’s Kingdom

Send:
Send the completed Ministry Application Assignment materials no later than Monday.

Bibliography

Standard Reference Works for Students of Matthew


Standard Commentaries on Matthew


**Significant Monographs and Essays Relating to Matthew’s Gospel**


**Specialized Studies on the Sermon on the Mount**

Allison, Dale C. The Sermon on the Mount: Inspiring the Moral Imagination. Companions to the New


THE INDUCTIVE METHOD

"In truth thou canst not read the scriptures too much:
And what thou readest, thou canst not read too well;
And what thou readest well, thou canst not too well understand;
And what thou understandest well, thou canst not too well teach;
And what thou teachest well, thou canst not too well live."
--Martin Luther

It is the privilege and responsibility of every student of the Bible to go directly to the Scriptures and discover there the message of the biblical text. The practice of running to a commentary before studying the Bible itself gives a definite direction to one's study and a cast to one’s thinking which may lead to conclusions never intended by either the biblical author or the Holy Spirit. Further, that individual deprives himself or herself of the blessing of discovering eternal truths personally. After all, those who write the commentaries have to get their material in the same way any Bible student can get it. It should not be necessary for the student of Scripture to depend only on the research of another. This inductive method is one way to enable one to develop rapidly in the ability to do independent Bible study.

The inductive method proceeds from the circumference to the center, from fact to principle, from details to a synthesis, from factual evidence to conclusions, from the specific to the general, from the concrete to the abstract. It is zealous to gather all the pertinent evidence before drawing conclusions; it believes that no explanation is preferable to the wrong one; it prefers to defer a final decision until all the evidence is gathered rather than hazard a decision on slender evidence.

Characteristics of the Inductive Method

1. The inductive method proceeds from the specific to the general, from observation to interpretation, from sight to insight, from analysis to synthesis, from letter to spirit, from literature to life.
2. It seeks to discover the individuality of the book as a whole.
3. It is intensive, unwilling to exchange extent for depth and accuracy.
4. It is direct, unwilling to substitute secondary knowledge for primary knowledge.
5. It is literary, recognizing that the content is cradled in literary forms.
6. It is patient, persistent, expectant, creative, reflective, and prayerful in approach.

Procedure for Inductive Study

Gather your basic tools:
1. Bible - NRSV, RSV, or NASB
2. Set of colored pencils or a computer generated text with color marking capacity
3. Organized space for notes

STEP One: First Reading

This should be a cursory, one-sitting reading of the whole book, not slowly, aloud if possible.
Don't slow down in your first reading; this will be a constant temptation. After this reading jot down answers to such questions as these:

1. Your general first impressions of the book.
2. Atmosphere. This may be the atmosphere of the book as a whole, or of its separate parts. Atmosphere words such as "hate", "love", "activity", are tone or setting words. Aim at one-word identifications.
3. Key words and phrases. You may not find many of these in your first reading, but you will probably notice some.
4. Key persons and events.
5. Other observations that might seem striking to you.

STEP Two: Second Reading

The second reading should proceed more slowly than the first, and yet not too slowly. With this reading things should begin to crystallize and fit into a pattern, though that pattern may still not be too clear.

During this second reading, record further observations as you read. Thus they will be more thorough and definitive than those of the first reading.


The major purpose of your second reading is the creation of chapter titles, which should serve not as an outline of the book, but as clues to the content of each chapter. The sum of them represents a condensed picture of the general flow of the book's message. Characteristics of a good title are:

1. Preferably one word, not more than three.
2. Picturesque words if possible (exceptions: personal names like Stephen for Acts 7, or a geographical name).
3. Words taken directly from the text; not a paraphrase.
4. No duplication or similarity of titles.
5. Words that tell you where you are in the book.

Do not move to reading the next chapter of the book until you have a satisfactory title for the chapter you have read.

STEP Three: Third Reading

Read the book this time for the purpose of marking themes, concepts, and special terminology. Use a scheme something like this or of your own design. Different books will produce different subjects to be marked.

- Green references to sin, rebellion, or spiritual failure.
- Blue references to significant persons.
- Purple references to governmental/political leaders, kings, etc.
- Orange references to Christ.
- Yellow references to names of God.
STEP Four: Fourth Reading

The major purpose of this reading would be to identify the major divisions and paragraphs and topics within each chapter.

- During this reading you should check the chapter divisions in the Bible you are using. Make no changes without good reasons.
- Re-evaluate your chapter titles.
- Develop a title or brief description of each paragraph. Use no more than 5 to 7 words for the paragraph title.
- Develop major book division titles of one to three words each. There should be no more than 6 major divisions in any book of the Bible and many books will have no more than 3 or 4.
- Finally, develop a theme or title for the whole book that you are studying. This should be related very definitely to the major divisions of the book.
- Record the book title, the book divisions and titles, the chapter titles, and the paragraph titles on a rough worksheet or chart. Be sure you identify the book divisions by chapter and verse and the paragraphs by verse numbers.

STEP Five: Further Reading

This does not involve another reading as such, but rather exhaustive study as time will permit. Get acquainted with background material, biblical criticism, and problems relating to the book. Use scholarly commentaries that deal with word meanings and textual problems.

Reassess your divisional points.

Record on the work chart the concepts you choose as most important.

STEP Six:

Construction of final chart. A good chart necessitates attention to the following rules:

1. Be simple - overcrowding obscures perspective; the chart should be self-explanatory.
2. Be neat - what is worth doing at all is worth doing well.
3. Be honest - never withhold relevant evidence in the interest of theory; endeavor to interpret evidence without prejudice or bias.
4. Be pictorial - present ideas, movements graphically; do not present bare statistics without indicating their significance; employ eye appeal.
5. Be thorough - Spare no pains to ascertain the distinctive message of the book being studied, nor to present it with greatest accuracy and effectiveness.
6. Be modest - no chart is ever finished or perfect; you will need room for improvement; there
will be fresh insights later.

The chart represents a panoramic view of the book, together with some interpretation. Accordingly, there may well be an analysis of the book into its paragraphs, chapters, and sections, along with some indication of the relation of the parts to the whole.

Paragraph titles are simply descriptive labels to recall the content of a paragraph. Such titles give a spatial outline of the book; the usual topical outline provides a logical analysis - both are important. Equipment: Heavy chart paper is preferable. Type or use ink on the chart. Colors may be used to indicate relationships, for example, related paragraphs may have the same color. Perhaps the most convenient form of a chart is that which uses letter size paper (8 1/2 x 11) hinged at the left side by scotch tape. A roll is often inconvenient to handle.
Evaluation Form of a Bible Presentation by A Nazarene Theological Seminary Student

_________________________________________
(Student Name)

Date of Presentation __________________ Church ______________________________

Pastor ______________________________ Church Phone ______________________

Biblical Passage ______________________ Setting ____________________________

Answer the following questions using this system: 5 = excellent, positive, very true
4 = good, generally true, well-done
3 = average, acceptable, okay
2 = poor, weak, generally not true
1 = terrible, not at all true

The student demonstrated knowledge of the biblical content of the passage. ______

The student taught me new truths about the meaning of the biblical passage. ______

The student made the biblical passage “come alive” to me. ______

The student communicated in a way I could understand clearly. ______

The student communicated so everyone present could understand. ______

I would like to hear more teaching of Scripture like this presentation. ______

Other comments you would like to make:


Your suggestions for improvement (of this assignment or of the student’s presentation)

_________________________________________
(name)  __________________________________
(occupation)

Please put in a sealed envelope and give to the student to mail to the professor.