

The Gospel of Matthew
NTL651
Nazarene Theological Seminary
Fall 2007 (Module Schedule)

Instructor
Roger L. Hahn

Purpose and Place in the Curriculum

The purpose of the Gospel of Matthew course is to teach the habits of exegesis by personal study, critical introduction, and the application of historical, cultural/social, literary, and theological methods of analysis by application to the study of the first gospel.

The Gospel of Matthew is a middler-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 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.

Course Objectives

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

1. Describe the content, flow and structure of Matthew's gospel,
2. Summarize the major positions on critical issues of authorship, date, audience, and social/historical context of the first gospel,
3. Apply the disciplines of Source, Form, and Redaction criticism to gain exegetical insight into the purpose and meaning of individual passages of Matthew's gospel

4. Identify purposes and themes of Matthew,
5. Distinguish major approaches toward the interpretation of the Sermon on the Mount and identify how each can be applied in Christian living,
6. Articulate the basic meaning and purpose of the kingdom of God/heaven in Jesus' teaching, especially as found in Matthew,
7. Identify the contribution of Matthew's portrait of Jesus to our understanding of Jesus' message as a whole,
8. 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,
9. Recognize evidences of Matthew's particular Christology,
10. Apply material from Matthew's gospel to the needs and concerns of both the contemporary church and the contemporary world,
11. Continue the development of a teaching structure for Matthew's gospel
12. Continue the development of a strategy of interpreting Matthew's gospel for the contemporary church.

Course Textbooks

The Bible: Students who do not use Greek and Hebrew should access the text through a fairly literal translation such as the NASB or NRSV. 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, nor chapter and verses markers. Students are encouraged to do as much study as possible in the Greek text using tools available to them.

Allison, Dale C. *The Sermon on the Mount: Inspiring the Moral Imagination*. Brentwood, TN: FaithWorks Publishers, 1999.

Carter, Warren. *Matthew: Storyteller, Interpreter, Evangelist*. Revised Edition. Peabody, MA: Hendrickson Publishers, 2004.

Garland, David E. *Reading Matthew: A Literary & Theological Commentary on the First Gospel*. Macon, GA: Smyth & Helwys Publishing, Inc., 1999.

Hagner, Donald A. *Matthew 1-13*. Vol. 33A, Word Biblical Commentary. Dallas, TX: Word Books, Publisher, 1993.

Powell, Mark Allan. *God With Us: A Pastoral Theology of Matthew's Gospel*. Minneapolis: Fortress Press, 1995.

As course materials become available they will be placed on the Blackboard site for this course.

Course Plan

Pre-Module Work

Because of the intensive nature of this course it is essential that a significant portion of the textbook mastery be achieved prior to arriving on campus. The following assignments are designed for that purpose.

- 1. Inductive Study of Matthew** - An inductive study of Matthew will be the first class requirement. You should follow the procedures given in the attached instructions (pp. 15-17 of this syllabus) through Step 4. Each reading should be done on a separate day so you will need to begin the process soon. The notes from Reading 1 will be due on August 3 and the chapter titles from Reading 2 will be due on August 6. The color markings from Reading 3 will be due on August 10. You may 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 Documents on Blackboard. These first three reading reports should be posted to the Digital Drop Box for the class no later than midnight on the date they are due. Be sure your name is on the assignment and that you put a title (Reading 1, Reading 2, Reading 3) on the digital drop box so I will know which assignment is which. 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 of Matthew you select, 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 should be will be due on August 17. To submit this report electronically, you should open Blackboard and this class, click on Assignments. Upload your Reading 4 report to Inductive Study. Blackboard will require you to enter a comment in the Comment Box before you can submit the assignment. (You need only enter a single character or you can make a real comment.) Be sure to click submit and then Okay to complete the upload. This process will make your outlines and essays available for me to grade and record electronically and then return to you electronically.
- 2. Carter Report** – You should read the text by Carter, *Matthew: Storyteller, Interpreter, Evangelist*, and write a 500-700 page response to his book. Very briefly summarize the content of what you have read and then respond to it analytically. Note what you found to be strengths of the book and identify areas that you think could have been handled better and indicate how they could have been improved. This report is due on August 29 and should be uploaded to the Carter Report Assignment segment in Blackboard. Refer to the paragraph above for instructions in uploading your report.

During-Module Work

- 1. Commentary Reading and Response** - You should read the commentaries by Hagner and Garland according to the following schedule:

Report #	Date Reading Response due	Pages in Hagner	Pages in Garland/Allison
1	Aug 28	xxxix-lxxvii	1-10
2	Aug 29	1-60	13-37
3	Aug 30	60-118	37-66
4	Aug 31	118-180	66-88
5	Sept 3	180-261	88-110
6	Sept 4	262-325	110-134
7	Sept 5	326-407	134-152
8	Sept 6		168-181
9	Sept 7		188-196, 265-269

On the date the reading should be finished you should submit a single page reporting the actual pages of the assignment you have read and a two or three observations reflecting your reading of the textbooks. These observations could take the form of a comparison or contrast between the comments of Hagner and Garland, or an issue in which you find one of their treatments especially helpful, or an issue in which you disagree with something one or both or all three of them say. You may submit these reading reports on paper in the class or via the Digital Drop box.

2. **Powell Report** – 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. We will devote part of the class period of September 7. Your written report over Powell’s book will be due at the end of that period. It may be submitted in written form given to the professor or placed in the Digital Drop box for this class. You may use APA form and style.
3. **Attendance, Participation, Outside Reading** - The instructor attempts to make each class session meaningful and worth attending. He also recognizes that illness, family crisis, and unexpected work conflicts may require your absence on rare occasions. Such absences may be excused if you will call the instructor and leave a message prior to class time. It is expected that you will be alert to outside reading opportunities relating to Matthew’s gospel. Appropriate sharing of such reading is welcomed as part of your being engaged in the class process.

Post-Module Work

1. **Sermons or Bible Study Outlines and Allison Report**– 5 Sermon or Bible Study Outlines over the Sermon on the Mount will be due on September 28. Your presentation to the instructor should include: the passage being studied, the reason you chose that passage, the purpose of your sermon or bible study, a second degree outline of your proposed presentation, the major exegetical content that will give power to your presentation, and a bibliography of resources you used to prepare your materials. Each sermon/Bible Study Outline that you turn in should be no more than 2 pages of printed material. With your outlines you should submit a 500-800 word summary/response to Allison’s book. You should certainly take Allison’s work into consideration when you create your outlines. To submit this assignment you should open Blackboard and this class, click on Assignments. Upload your Outlines & Allison Report. Blackboard will require you to enter a comment in the Comment Box before you can submit the assignment. (You need only enter a single character or you can make a real comment.) Be sure to click submit and then Okay to complete the upload.
2. **Oral Local Church Presentation** - Arrange to make an oral presentation of material from Matthew in a local church setting. The presentation should be no less than 15 minutes and probably not much more than 20 or 30 minutes. You may preach, teach in a Sunday School class or a Bible Study, or arrange a presentation in some other context where most of the audience would be part of a local church, but most would not be seminary students. Arrange for a minister or lay professional person of the local church

to observe your presentation and to evaluate it using the attached form. You may use several evaluators if you choose. Fill out the top part of the form and copy it for each of your evaluators to complete. Your preparation notes, your presentation notes, the evaluator's (s') form(s), and a one page description and personal evaluation of the event will be due on October 12. You may submit this assignment via the Assignments button on Blackboard or you may send the material to me in paper format. (Distance students will either need to create a pdf file of the evaluation form(s) to send electronically or you may send the evaluation(s) in paper format to me at NTS, 1700 E. Meyer Blvd., Kansas City, MO 64131 USA to the attention of Professor Roger L. Hahn.)

- 3. Major Research Project** - Select a passage or subject related to Matthew's gospel. Learn as much about it as you can during the semester. Present it in written form on October 26. The project should not be longer than 30 pages of typed/printed material. The passage may ***not*** 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 a exegesis-exposition paper. The exegesis section should contain no less than 1500 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.

You should submit this assignment via the Assignments button on Blackboard. Note the instructions above for submitting assignments in this way.

- 4. Final Exam** - Between October 26 and 31, you will be asked to write an evaluation of the course and to write an exam describing the most important things you learned in the course and why. Information to complete this final portion of the class will become available on the Blackboard site by October 22.

Course Calendar

Day/Date	8:00-9:00	9:00-10:00	Break	10:15-11:15	11:15-12:15
Tues. Aug. 28	Syllabus Review	Introductory Matters		Introductory Matters	Introductory Matters
Weds. Aug. 29	Matthew 1	Matthew 1 and 2		Matthew 2	Matthew 3
Thurs. Aug. 30	Matthew 4	Matthew 4 and Intro to Sermon on the Mount		Matthew 5:1-16	Matthew 5:17-26
Fri. Aug. 31	Matthew 5:27-48	Matthew 6:1-18		Matthew 6:19-34	Matthew 7:1-14
Mon. Sept. 3	Matthew 7:15-29	Matthew 8		Matthew 8 and 9	Matthew 9
Tues. Sept. 4	Matthew 10	Matthew 10		Matthew 11	Matthew 11
Weds. Sept. 5	Matthew 12	Matthew 12		Matthew 13	Matthew 13
Thurs. Sept. 6	Matthew 13	Matthew 16:13-28		Matthew 16:13-28	Matthew 18
Fri. Sept. 7	Matthew 18	Matthew 28:17-20		Discussion of Powell's book	Post-class assignments

Course Grading

The instructor will assign numerical grades (between 0 and 100) to the work required. The final grade will be calculated according to the following percentages:

Inductive Study on Matthew	15%
9 Commentary Responses	13%
5 Outlines and Allison Report	12%
Local Church Presentation	9%
Powell Report	8%
Major Project	25%
Final Exam	10%
Attendance, Participation	8%

It is the commitment of NTS and of this instructor to make every reasonable effort to facilitate the learning of student capable of graduate level seminary work. Any student who has a condition that may prevent full demonstration of her or his abilities (e.g. , difficulty seeing or hearing, dyslexia, or other learning disabilities) should contact the instructor immediately, or as soon as possible, to discuss learning needs, alternatives which have worked for the student in the past, and mutually acceptable accommodations to ensure the student's full participation and appropriate evaluation in the course.

Course Bibliography

Standard Commentaries on Matthew

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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 of every believer to go directly to the Word and find there the clear-cut message of truth. The practice of running to a commentary before studying the Bible itself gives a definite direction to one's study and a cast to his thinking which may lead him to conclusions never intended by the Holy Spirit. Further, that individual deprives himself of the blessing of discovering eternal verities for himself. After all, those who wrote the commentaries had to get their material in the same way any present-day Bible student can get it. It should not be necessary for the Christian to consistently only depend on the Biblical research of another; he should seek a spiritual maturity that will enable him to get beyond this stage. The inductive method is in a peculiar way designed 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.

Seven 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 does not insist that the Bible is a scientific book, nor concede that it is unscientific; it regards it as nonscientific.
3. It seeks to discover the individuality of the book as a whole.
4. It is intensive, unwilling to exchange extent for depth and accuracy.
5. It is direct, unwilling to substitute secondary knowledge for primary knowledge.
6. It is literary, recognizing that the content is cradled in literary forms.
7. It is patient, persistent, expectant, creative, reflective, and prayerful in approach.

Proper sequence is important in procedure.

Seven Steps in Study:

1. Aspiration - a prayer for spiritual illumination.
2. Observation
3. Compilation
4. Correlation
5. Interpretation
6. Assimilation - discovered truths.
7. Application - to the contemporary situation.

Procedure for Inductive Study

Gather your basic tools:

1. Bible - Preferably NRSV, RSV, or NASB
2. Set of colored pencils.
3. Notebook paper.

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.

Be inquisitive; ask yourself questions - Who? What? When? Why? How?

The major purpose of your second reading should be the securing 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 which tell you where you are in the book.

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.
- Red questions underlined in red; promises boxed in red.
- Brown references to time.
- Black references to geographical locations.

Circle the question marks.

Be sure to identify the code of the color scheme you are using.

Record further observations as you read the book.

STEP Four: Fourth Reading

The major purpose of this reading would be to identify the major divisions and paragraphs and topics within each chapter. You may want to look at other modern versions as an aid.

During the analysis you must check 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.

On a rough worksheet chart record book divisions, chapter titles, and major divisions of each chapter.

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 which 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
Bible Presentation by
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:

(Name)

(Occupation)