

Dr. Dave Olander
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I. Course Description:

This course is an overall study in the gospel of Matthew, highlighting significant issues.

II. Course Objectives

1. To understand the overall purpose of Matthew.
2. To understand the great importance of Matthew.
3. To understand several main issues (doctrines) taught in Matthew. This includes Messiah's genealogy, Messianic prophecies including the coming Messianic kingdom, the second coming of the King, the judgment of nations, and the promised Redeemer and redemption.

III. Course Textbooks

Required Texts:

- Stanley D. Toussaint, *Behold the King*, ISBN 0-8254-3845-4
Thomas Constable, *Expository (Bible Study) Notes on Matthew*,
<http://www.soniclight.com/constable/notes.htm>

Recommended Texts for Additional Study:

- Charles Ryrie, *So Great Salvation*, ISBN 0-89693-716-X
Charles Ryrie, *Basic Theology*, ISBN 0-8024-2734-0
Paul Enns, *Moody Handbook of Theology*, ISBN 0-8024-3434-7
L. S. Chafer's *Systematic Theology* (4 volumes), ISBN 0-8254-2340-6
Walvoord and Zuck (editors), *The Bible Knowledge Commentary*, (New Testament), ISBN
0-88207-813-5

IV. Evaluation of Student Performance

1. **Class Attendance** – for **Campus** students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. **Extension and Online** students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade.
2. **Reading Assignments and Accountability** – All readings are from *Behold the King*, *Stanley Toussaint and Expository (Bible Study) Notes, Matthew*, Thomas Constable (unless otherwise noted). All students will write a brief summary no more than 3 pages of the **assigned** readings for each class. All students should be able to discuss the readings for each class.
3. **Research Assignments** – All students will write a 20 page paper, or two 10 page papers, or 3 shorter papers of 7 pages each. Topics may be taken from those suggested in the lectures or from the weekly readings such as the significance and overview of Matthew, the Sermon on the Mount, the Olivet Discourse, the change of program (Mat. 12-13), the trial and death of the King, etc. or a topical/exegetical study approved by the professor.
4. **Course Exams** – There are no exams for this course.
5. **Online Interaction** – Online students will have three weekly online assignments: (1) post weekly reading accountability in their online classroom; (2) post a brief (50-75 words) observation of a key point from that week's lecture; and (3) post at least two responses either to Professor observations or other students' postings.
6. **Campus students** will submit assignments as directed by the Professor.
Extension students will submit assignments to coursework@tyndale.edu on or before the course due date.
Online Students will submit assignments as directed by the Online Professor.

7. Scoring Rubric

<u>Assignments</u>	<u>Campus & Extension</u>	<u>Online</u>
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Assignment Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
Total Points:	100	100

V. Course Outline & Assignments

Class 1 – Matthew 1:1-3:17

This class is an overview and introduction to Matthew beginning with Matthew 1:1-3:17. The class will also review *Behold the King*, Toussaint, chapters 1-3 and Constable's notes, chapters 1-3. Note the importance of the genealogy of Mat. 1:1-1:18.

Class 2 – Matthew 4:1-7:29

Reading Component: Matthew 4:1-7:29; Toussaint, chapters 4-7; Constable, chapters 4-7. Write a brief summary of the readings (not more than 3 pages). Be able to discuss the importance of the Sermon on the Mount and its significance.

Class 3 – Matthew 8:1-10:42

Reading Component: Matthew 8:1-10:42; Toussaint, chapters 8-10; Constable, chapters 8-10. Write a brief summary of the readings. Be able to discuss the 'proofs of the King' (8:1-9:38). Why is this so significant?

Class 4 – Matthew 11:1-13:58

Reading Component: Matthew 11:1-13:58; Toussaint, chapters 11-13; Constable, chapters 11-13. Write a brief summary of the readings. Be able to discuss the 'change in Messiah's program' (chapters 12-13). Note: 13:10.

Class 5 – Matthew 14:1-16:28

Reading Component: Matthew 14:1-16:28; Toussaint, chapters 14-16; Constable, chapters 14-16. Write a brief summary of the readings. Be able to discuss the feeding of the 5,000 and its significance.

Class 6 – Matthew 17:1-20:34

Reading Component: Matthew 17:1-20:34; Toussaint, chapters 17-20; Constable, chapters 17-20. Write a brief summary of the readings. Be able to discuss the transfiguration and its significance.

Class 7 – Matthew 21:1-23:39

Reading Component: Matthew 21:1-23:39; Toussaint, chapters 21-23; Constable, chapters 21-23. Write a brief summary of the readings.

Class 8 – Matthew 24:1-26:75

Reading Component: Matthew 24:1-26:75; Toussaint, chapters 24-26; Constable, chapters 24-26. Write a brief summary of the readings. Be able to discuss the Olivet Discourse. (*Reminder: all research papers, notes, and reading assignment papers will be due for the next class*)

Class 9 – Matthew 27:1-28:20

Reading component: Matthew 27:1-28:20; Toussaint, chapters 27-28; Constable, chapters 27-28. Write a brief summary of the readings.
Research component: Research paper is due today.

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via email. Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in Works or Word format (Wordpad and Wordperfect are not to be used for Tyndale coursework).

The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

<i>Campus Students:</i>	C, Professor Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>
<i>Learning Center Students:</i>	LC Location, Campus Prof. Name, Class # & Name, Student Name <i>(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)</i>
<i>Online Students:</i>	O, Online Prof. Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i>
<i>Extension Students:</i>	E, Class # & Name, Student Name <i>(e.g.: E, Johnson, BIBL2301 Hermeneutics, Smith)</i>

Electronically submitted coursework will be returned along with a grade sheet via email after the course has been graded.

Assignment Due Dates

Campus and **Online** students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Extension students will submit all assignments no later than nine weeks after course start date, and will submit all assignments in one email.

Late work turned in after the due date but within 5 days of the due date will be reduced a letter grade. Any work turned in more than five days after the due date will receive a failing grade.

Writing Guidelines

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (Campus & Online students) or the Registrar's office (Extension & Intensive students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).