

MTG204.9 Synoptic Gospels Exegesis and Theology for Proclamation

Name of Unit 1 (Unit Code 1)

Synoptic Gospels Exegesis and Theology for Proclamation (MTG204.9)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level	Unit Coordinator
Graduate Diploma Masters	One semester	Advanced	Dr Chris Johnstone

Core or elective unit

Indicate if the unit is a

- core unit
- elective unit
- other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6 credit points	48 / 144 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

Yes No

If **YES**, provide details of the prerequisite or co-requisite requirements below.

Prerequisite: MTG201.9 Interpreting the New Testament

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit
<p>This advanced exegetical unit facilitates in-depth exegetical and theological analysis of the Synoptic Gospels and their proclamation in diverse contemporary contexts. It connects strongly with the MTC formation domain, <i>Engaging God’s Story</i>. Students analyse current issues and critical exegetical approaches in Jesus and Gospel studies, with specific focus on the interpretation of one of the Synoptic Gospels in its theological, rhetorical and socio-historical contexts and its proclamation in contemporary Christian communities. On completion of this unit, students will confidently and faithfully proclaim the Synoptic Gospels to various audiences today.</p>

Learning outcomes for the unit
1) Analyse contemporary issues in Jesus and Gospel studies, evaluating the significance for interpreting one of the Synoptic Gospels
2) Analyse critical exegetical approaches to the Synoptic Gospels, evaluating the significance for interpreting one of the Synoptic Gospels
3) Critically apply hermeneutical theory, exegetical methods and skills to the interpretation of one of the Synoptic Gospels in its own theological, rhetorical and socio-historical contexts, justifying the hermeneutical approach adopted and the selection of exegetical methods and skills utilised
4) Creatively communicate clear, coherent and appropriately targeted expositions of one of the Synoptic Gospels to diverse audiences, justifying the strategies employed

Assessment tasks			
Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<p>1. Critical Issue Paper The prescribed textbooks include chapters dedicated to contemporary issues and critical exegetical approaches in Jesus and Gospel studies. Students select, research, and write a paper, in which they analyse one contemporary issue and one critical exegetical approach in Jesus and Gospel studies and evaluate the significance for interpreting one of the Synoptic Gospels today. A minimum of 10 resources is required, including the prescribed textbooks. (1500 words)</p>	1 & 2	Wk 5	25%

Assessment tasks			
Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<p>2. Perspectives on the Synoptic Gospels Students create a multimedia presentation (e.g., <i>Pecha Kucha</i>), in which they analyse and illustrate one of the contemporary perspectives on Synoptic Gospels interpretation and evaluate the significance for interpreting and proclaiming one of the Synoptic Gospels. Students may choose to work collaboratively in pairs or groups of three on this assessment task, in which case the assessment grade will be allocated to each member. (1000 words equiv)</p>	2	Wk 7	15%
<p>3. Reading & Proclaiming the Synoptic Gospels Today – Exegetical & Homiletical Project Students select a biblical, theological, social, ethical and or pastoral theme or issue that the Synoptic Gospels address as the focus for their exegetical research, in which students will:</p> <ol style="list-style-type: none"> Analyse the theological, rhetorical and socio-historical contexts for Jesus and the Gospels, including an examination of relevant non-canonical texts, and evaluate the significance for understanding the issue or development of the theme in one of the Synoptic Gospels Identify and exegete at least two substantial passages from one of the Synoptic Gospels that speak to the issue or theme, at least one is to be an extended discourse and one a narrative, and justify both the selection of passages and the exegetical methods employed Synthesise the results of their exegetical work, clearly and concisely, articulating the Gospel's theology on the topic and the socio-historical context of its primary audience Critically apply the Gospel's teaching both to the student's own life and the student's local Christian community Provide a rationale for narrative-style teaching and preaching Communicate points a-d in a formal academic paper (2500 words) and create and deliver (1000 words equiv): <ol style="list-style-type: none"> a 15-minute narrative-style sermon or teaching, with an accompanying multimedia presentation, centred on the narrative passage selected above and designed to target a Christian community of their choosing, and a 7-minute devotional, centred on the discourse passage, designed to a target audience of a different demographic to that in (i). <p>A minimum of 15 resources is required, including at least 3 intermediate and or advanced level commentaries. (3500 words equiv)</p>	3 & 4	<p>Written presentation: Wk 9</p> <p>Devotional Wk 11</p> <p>Narrative-Style Sermon/ Teaching: Wk 13</p>	<p>60%</p> <p>(Written: 40% Devotional: 5% Narrative: 15%)</p>

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:

Bird, Michael F. *The Gospel of the Lord: How the Early Church Wrote the Story of Jesus*. Grand Rapids, MI: Eerdmans, 2014.

Pennington, Jonathan T. *Reading the Gospels Wisely: A Narrative and Theological Introduction*. Baker Academic, 2012.

Wright, N.T. *How God Became King: Getting to the Heart of the Gospels*. London: SPCK, 2012.
(republished: Wright, N.T. *How God Became King: The Forgotten Story of the Gospels*. New York, NY: HarperCollins, 2016)

Recommended reading:

Aland, K., ed. *Synopsis of the Four Gospels: Greek-English Edition of the Synopsis Quattuor Evangeliorum*. 15th ed. Stuttgart: German Bible Societies, 2013.

Allen, O. Wesley. *Reading the Synoptic Gospels: Basic Methods for Interpreting Matthew, Mark, and Luke*. Revised and Expanded. St Louis, MO: Chalice, 2013.

Blomberg, Craig L. *Interpreting the Parables*. 2nd ed. Downers Grove, IL: IVP Academic, 2012.

Bock, Darrell L., and Benjamin I Simpson. *Jesus According to Scripture: Restoring the Portrait from the Gospels*. 2nd ed. Grand Rapids, MI: Baker Academic; Apollos, 2017.

Brown, Jeannine K. *The Gospels as Stories: A Narrative Approach to Matthew, Mark, Luke, and John*. Grand Rapids, MI: Baker Academic, 2020.

Dunn, James D.G. *Jesus, Paul, and the Gospels*. Grand Rapids, MI: Eerdmans, 2011.

Green, J. B. ed. *Hearing the New Testament: Strategies for Interpretation*. 2nd ed. Grand Rapids: Eerdmans, 2010.

Green, J. B., J. K. Brown, and N. Perrin, eds. *Dictionary of Jesus and the Gospels*. 2nd ed. Downers Grove: InterVarsity, 2013.

Harding, M., and A. Nobbs, eds. *The Content and Setting of the Gospel Tradition*. Grand Rapids: Eerdmans, 2010.

Hays, Richard B. *Echoes of Scripture in the Gospels*. Waco, TX: BUP, 2016.

Horsley, Richard A. *Jesus and the Powers: Conflict, Covenant, and the Hope of the Poor*. Minneapolis, MN: Fortress, 2011.

Keener, Craig S. *Christobiography: Memory, History, and the Reliability of the Gospels*. Grand Rapids, MI: Eerdmans, 2019.

Mangum, Douglas, and Douglas Estes, eds. *Literary Approaches to the Bible*. Bellingham, WA: Lexham, 2018.

Marsh, Clive, and Steve Moyise. *Jesus and the Gospels*. 3rd ed. London; New York: Bloomsbury T&T Clark, 2015.

McIver, Robert K. *Memory, Jesus, and the Synoptic Gospels*. Leiden: Brill, 2012.

McKnight, S. *The King Jesus Gospel: The Original Good News Revisited*. Grand Rapids: Zondervan, 2011.

McKnight, S., and J. B. Modica, eds. *Jesus is Lord: Caesar is Not: Evaluating Empire in New Testament Studies*. Downer's Grove: IVP Academic, 2013.

Porter, S. E., ed. *Dictionary of Biblical Criticism and Interpretation*. London: Routledge, 2009.

Strauss, Mark L. *Four Portraits, One Jesus: A Survey of Jesus and the Gospels*. 2nd ed. Grand Rapids, MI: Zondervan, 2020.

Thiessen, Matthew. *Jesus and the Forces of Death: The Gospels' Portrayal of Ritual Impurity within First-Century Judaism*. Grand Rapids, MI: Baker Academic, 2021.

Wiarda, Timothy. *Interpreting Gospel Narratives: Scenes, People, and Theology*. Nashville, TN: B & H, 2010.