

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Semester, Year</b>	<b>FALL, 2025</b>
<b>Course Title</b>	<b>ENCOUNTERING JESUS IN THE GOSPELS</b>
<b>Course Code</b>	<b>NEWT 0619 1A</b>
<b>Date</b>	From September 9, 2025 to <i>December 6, 2025</i>
<b>Delivery Format</b>	ASYNCHRONOUS ONLINE
<b>Class information</b>	The course is web-based asynchronous with no fixed class time.
<b>Instructor</b>	<b>DUNCAN REID, PhD</b>
<b>Contact Information</b>	Email: dreid@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2273
<b>Office Hours</b>	By appointment only.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

This course offers an opportunity to study Jesus through the lens of the canonical Gospels. We will consider what it means to know and follow Jesus based on an approach that combines careful academic enquiry with faithful engagement of the Gospels as scripture. In addition to considering the methods and findings of the modern historical quest for Jesus, this course will reflect upon the nature and implications of various aspects of Jesus’ life, death, and resurrection as they pertain to the life of faith and the mission within the church today.

*Recommended prerequisite: BIBL 0501.*

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Identify some of the different images of Jesus that have been proposed throughout history and into the modern era.
2. Reflect critically upon the historical and theological nature of the Gospels as first century narratives of Jesus' life.
3. Explain the relevance of the first century Jewish and Greco-Roman context for understanding Jesus and his message of the kingdom.
4. Compare and assess different approaches to understanding Jesus' life, miracles, death, resurrection, and incarnation.
5. Discover and explore ways to integrate historical, theological, and experiential approaches to knowing Jesus and following him as a disciple.
6. Engage critically and creatively with the course materials and participants in working out the implications for personal and community spiritual formation and vocation.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Allison, D.C. *The Historical Christ and the Theological Jesus*. Grand Rapids, MI: Eerdmans, 2009. ISBN 978 0 8028 6262 4

Borg, Marcus J., and N. T. Wright. [\*The Meaning of Jesus: Two Visions\*](#). New York: HarperCollins, 2007. ISBN 978 0 06 128554 7

Nolan, Albert. [\*Jesus Today: A Spirituality of Radical Freedom\*](#). Maryknoll, NY: Orbis Books, 2006. ISBN 978 1 57075 672 6

Stanton, Graham N. [\*The Gospels and Jesus\*](#). Oxford: Oxford University Press, 2002. ISBN 978 0 19 924616 8

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Theissen, Gerd, and Annette Merz. *The Historical Jesus: A Comprehensive Guide*. Minneapolis: Fortress Press, 1998. ISBN 0 8006 3123 4

Eve, Eric. [\*Behind the Gospels: Understanding the Oral Tradition\*](#). Minneapolis: Fortress Press, 2014. ISBN 978 1 4514 6940 0

Sanders, E. P. *The Historical Figure of Jesus*. London - New York: Penguin Books, 1995. ISBN 0140144994 9780140144994

Johnson, Luke Timothy. *Living Jesus: Learning the Heart of the Gospel*. New York: HarperSanFrancisco, 1999. ISBN 0 06 064283 1

Wilkins, Michael J., and J. P. Moreland, eds. *Jesus Under Fire: Modern Scholarship Reinvents the Historical Jesus*. Grand Rapids: Zondervan, 1995. ISBN 0 310 21139 5

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

### C. ASSIGNMENTS AND GRADING

Students will be evaluated on the basis of the following assignments:

#### 1. Weekly Reflection Posts:

Due weekly on any of 6 out of 12 weeks (5% of course grade)

A forum for posting these “Weekly Reflections” will appear on the course page just below the posted lecture videos for each week. It potentially addresses any one of the stated Learning Outcomes but especially #8. During any given week the student is expected to make **two posts** as follows: (1) provide a brief comment and/or question (one paragraph of 100-200 words) in response to the course material (lectures and/or reading) for the given week; (2) provide a brief response (one paragraph of 100-200 words) to the post of one other student who has posted that same week. At some point in your two posts comment on the practical significance of your reflections for Christian life and the mission of the church. You can choose the weeks on which you post but to obtain the full 5% of the course grade for this assignment you must post on at least 6 of the 12 weeks. As per the dates on the course page (and in the Course Schedule below), each week runs from Monday to Sunday. For a post to count toward the course grade it must be posted **before 11:59 pm on Sunday of the given week (or the Friday of the final week)**.

**Assignment Grading:** A grading rubric is posted on the course Moodle page.

#### 2. Group Discussion Forums:

Three forums due on weeks 4, 6 and 8 (50% of course grade)

Group Discussion forums are an important component of this course and will involve you interacting with a small group of fellow students in relation to a question posted by the instructor. These discussion forums will address various aspects of the Learning Outcomes. The

groups will be assigned randomly in week 3 and will consist of four or five students. The duration of each discussion forum will be one week (Monday to Sunday) and the format for each week will be as follows:

- (a) 'Discussion question': the **instructor** will post the discussion question along with assigned reading and a grading rubric (**NOTE**: in addition to appearing in the forums, a pdf document containing all the questions is posted directly below the syllabus on the course page, enabling you to work on your answers in advance).
- (b) 'Student responses': each student will post a response to the discussion question. Each response should be written as a prose style essay (**12 point font and double-spaced**). The specific length of each essay will be indicated in the question but will typically be 3-5 pages. The 'student response' must be **posted as a pdf document by 11:59 pm on Monday** of the given week. You will not be able to see other student responses until you have posted your own response.

**Instructions on style:** There is no need for a title page, but you should have your name and a brief title in the header of the paper (or in the first line). Given the word/page limit you will need to be succinct in your response (e.g., no need for introductory paragraphs and extraneous words – just answer the question as succinctly and clearly as you can). There is much that can be said in three to five pages when you write clearly and concisely, which is part of the challenge of this assignment. Do not use footnotes but instead provide in-text citations with page number references (e.g., Wright 2009, 33) when you are referencing secondary sources. You should also include a bibliography that provides full bibliographic information (e.g., Wright, N. T. *Paul, In Fresh Perspective*. Minneapolis, MN: Fortress Press, 2009) for all the sources that you cite. The bibliography should conform to the Chicago Manual of Style (see below for links to this resource) and appear at the end of your document (it is not included in your page count).

- (c) 'Secondary reflection': once you have posted your response you will be able to see the responses of other students. After reading through the other 'student responses' from your group you need to post a single reflection (approximately 200 to 400 words) in which you summarize how your thinking has been enhanced, challenged and/or changed by reading the other responses in your group (this should be posted as a reply directly into the dialogue box of the forum rather than as an additional pdf attachment). Any comments on the work of others should be given respectfully and conform to the 'guidelines for online engagement' listed below (under General Guidelines for the Submission of Written Work). This summary comment must be **posted by 11:59 pm on Thursday** of the given week. No further posts are *required* but feel free to continue dialoguing over points of interest.

### Group Discussion Forum Due Dates

The following chart indicates the dates and times when each of the forum responses are due:

Forum	Initial 'student response'	'secondary reflection'
#1 – Week 4 (Sep 29-Oct 5)	Due by 11:59 pm Mon Sep 29	Due by 11:59 pm Thurs Oct 2
#2 – Week 6 (Oct 13-19)	Due by 11:59 pm Mon Oct 13	Due by 11:59 pm Thurs Oct 16
#3 – Week 8 (Nov 3-9)	Due by 11:59 pm Mon Nov 3	Due by 11:59 pm Thurs Nov 6

**Assignment Grading:** A grading rubric is posted on the course Moodle page. This includes guidelines on penalties for late or missed assignments.

### 3. Research Paper:

Due on Friday, November 28, 2025 (45% of course grade)

**Subject matter:** Each student will write an academic research paper related to encountering Jesus in the Gospels. The topic may be related to material discussed in the lectures, but students are free to propose alternative research topics according to interest, desire and relevance. In each case it is important to formulate a clear research question (e.g., what were the most likely human and historical factors that contributed to Jesus being executed by crucifixion?), which should be stated in your opening paragraph. In the process of answering your research question seek to integrate historical and theological methodology as well as drawing out the relevance of your findings for spiritual formation and the mission of the church today.

**Form:** The paper should have a clear introduction, body and conclusion. Your research question should be clearly stated in your introductory paragraph as well as an explanation of why you consider it important to address and how you plan to go about addressing it. The body of the paper should present your research findings in a clear and logical manner. The conclusion reiterates the key findings and conclusions of your research. Section headings should be used to organize the paper.

**Style:** The paper should be approximately 10 pages in length (maximum 12, not including title page or bibliography) with footnotes (not endnotes) and a bibliography of sources consulted. Please follow the Chicago Manual of Style for footnotes and bibliography (see links below). The bibliography should include all items of secondary and primary literature that are cited (not Bibles but it is good to indicate in a footnote or parenthesis which version/versions you are using) and should include a good cross section of types (commentaries; books; articles) and viewpoints. The paper should be written in 12-point font, double-spaced, and Times New

Roman font with 1-inch margins. Make sure to include page numbers and a title page (title of paper; your name; due date; course code and name of professor).

**Assignment Grading:** A grading rubric is posted on the course Moodle page.

**Submission guidelines and late penalties:**

Initial student responses (assignment #2) and research papers should be submitted in pdf format and uploaded to the appropriate portal on the course Moodle page.

**Please label the file** with your name and assignment (e.g., John Smith\_Research Paper). The deadline for submission is midnight on the due date.

It is expected that written work is submitted in a straightforward style of academic prose and demonstrates clear organization, argument and coherent thought. It ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar. Ensure that you have accurately and fully documented any secondary sources used in your paper (including footnotes and bibliography). If English grammar is difficult for you then you are expected to seek help (e.g., from the writing services of the Centre for Academic Excellence).

Late penalties for assignment #2 (forum discussion) are posted with rubric on course Moodle page. Late penalties for research paper follow Tyndale policies as outlined below in Section VI.

## **D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

<b>Assignment</b>	<b>Due Date</b>	<b>% of final grade</b>
1. Weekly General Forum	Weekly (any 6 out of 12 weeks)	5%
2. Group Discussion Forums	Weeks 4, 6, 8	50%
3. Research Paper	Friday Nov 28	45%
<b>Total Grade</b>		<b>100%</b>

## **IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS**

The core of the course content involves the posted lectures and the required texts (Allison 2009; Borg & Wright 2007; Nolan 2006; and Stanton 2002). The following schedule indicates the subject matter of the weekly lecture, the reading schedule for required texts, the dates of

online group discussion forums (assignment #3), and the date for submission of the research paper (assignment #3). Assignment #1 (Weekly Reflections) can occur on any of the given weeks.

**Note:** pay careful attention to the assigned reading as the load varies from as high as 97 pages (week 6) to as low as 45 pages (week 8) in a given week. It will be helpful to keep this in mind as you plan your reading schedule. While I have assigned most chapters in the required texts you will notice that some have been made optional.

### **Week 1: Sep 8 – 14**

*Online lecture:* Images of Jesus: yesterday and today

*Required reading:* Allison 1-52 (52 pages; chaps 1 + 2); Nolan xvii-xx and 1-25 (28 pages; Intro and chaps 1 + 2) (total 80 pages)

### **Week 2: Sep 15 – 21**

*Online lecture:* Searching for Jesus: what kind of sources do we have?

*Required reading:* Stanton 1-36 and 122-139 and 143-163 (75 pages; chaps 1, 2, 7, 8); Nolan 26-35 (10 pages; chap 3) (total 85 pages)

### **Week 3: Sep 22 – 28**

*Online lecture:* Searching for Jesus: history and theology

*Required reading:* Allison 53-78 (26 pages; chap 3); Stanton 164-177 (14 pages; chap 9); Borg & Wright vii-xi and 3-27 (30 pages; Intro and chaps 1 + 2); Nolan 36-46 (11 pages; chap 4) (total 81 pages)

### **Week 4: Sep 29 – Oct 5**

\*NOTE: On-line group discussion forum #1\* (assignment #2)

*Online lecture:* Putting Jesus in his place: the first century Mediterranean world of Jesus and the Gospels

*Required reading:* Allison 79-103 (25 pages; chap 4); Stanton 178-202 (25 pages; chaps 10 + 11); Nolan 47-62 (16 pages; chap 5) (total 66 pages)

### **Week 5: Oct 6 – 12**

*Online lecture:* Jesus and the message of the kingdom: a general introduction

*Required reading:* Allison 104-119 (16 pages; chap 5); Stanton 203-217 (15 pages; chap 12); Nolan 63-88 (26 pages; chaps 6 + 7) (total 57 pages)

*Optional reading:* Stanton 218-231 (15 pages; chap 13)

### **Week 6: Oct 13 – 19**

\*NOTE: On-line group discussion forum #2\* (assignment #2)

*Online lecture:* Jesus and the message of the kingdom in individual Gospels

*Required reading:* Stanton 37-121 (85 pages; chaps 3, 4, 5, 6); Nolan 89-100 (12 pages; chap 8)  
(total 97 pages)

**READING DAYS: Oct 20 – 26 (No lecture or forums this week)**

**Week 7: Oct 27 – Nov 2**

*Online lecture:* Jesus' deeds of power yesterday and today

*Required reading:* Stanton 232-239 (8 pages; chap 145); Borg & Wright 31-76 (46 pages; chaps 3 + 4); Nolan 101-110 (10 pages; chap 9) (total 64 pages)

**Week 8: Nov 3 – 9**

\*NOTE: On-line group discussion forum #3\* (assignment #2)

*Online lecture:* Encountering Jesus' death: a general introduction

*Required reading:* Stanton 255-291 (37 pages; chaps 17 + 18); Nolan 111-118 (8 pages; chap 10)  
(total 45 pages)

**Week 9: Nov 10 – 16**

*Online lecture:* Encountering Jesus' death in individual Gospels

*Required reading:* Borg & Wright 79-107 (29 pages; chaps 5 + 6); Nolan 119-136 (18 pages; chaps 11 + 12) (total 47 pages)

**Week 10: Nov 17 – 23**

*Online lecture:* Encountering the risen Jesus

*Required reading:* Borg & Wright 111-142 (32 pages; chaps 7 + 8); Nolan 137-156 (20 pages; chap 13 + 14) (total 52 pages)

*Optional reading:* Borg & Wright 189-204 (16 pages; chaps 13 +14)

**Week 11: Nov 24 – Nov 30**

\*NOTE: Research Paper (Assignment #3) due on Friday, November 29\*

*Online lecture:* Incarnation and divinity

*Required reading:* Stanton 240-245 (6 pages; chap 15); Borg & Wright 145-168 (24 pages; chaps 9 + 10); Nolan 157-179 (23 pages; chaps 15 + 16) (total 53 pages)

*Optional reading:* Borg & Wright 171-186 (16 pages; chaps 11 +12)

**Week 12: Dec 1 – 5**

*Online lecture:* Discipleship and mission: following Jesus today

*Required reading:* Stanton 292-299 (8 pages; chap 18); Borg & Wright 207-250 (44 pages; chaps 15 + 16); Nolan 180-192 (13 pages; chap 17) (total 52 pages)



## V. SELECTED BIBLIOGRAPHY

The bibliography of secondary literature on Jesus and the Gospels is enormous. A select bibliography of primary and secondary literature has been posted separately on the course Moodle page.

## VI. GENERAL REQUIREMENTS FOR ALL COURSES

### A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

### B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

*\*exceptions with permission from professor*

### C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

## Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

## Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

## Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca). Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](https://classes.tyndale.ca) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

## Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([seminaryoffice@tyndale.ca](mailto:seminaryoffice@tyndale.ca)) before proceeding.

### **Late Papers and Extensions Policy**

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from “A+” to “A-,” from “B” to “C+”). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

### **E. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

### **F. LIBRARY RESOURCES**

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

## **G. GRADING SYSTEM & SCALE**

For each course's grading rubric, please refer to your course syllabus or [classes.tyndale.ca](https://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).