# Course Syllabus

## Course Code – Course Title

## College Name Toronto School of Theology

## Fall/Winter/Summer Year

### Instructor Information

Instructor: Joe Smith, PhD, Associate Professor

Office Location: Room Number, Building

Telephone: Office – (416) 978-0000 *(can add other numbers)*

E-mail: jsmith@utoronto.ca

Office Hours: Tuesdays, 10:00 am – 12:00 pm or by appointment

### Course Identification

Course Number: Course Code (e.g. KNH3020H)

Course Format: *In-class* or *Online (delete as appropriate)*

Course Name: Course Name

Course Location: Room Number, Building

Class Times: Mondays 11:00am – 1:00pm

Prerequisites: KNH1020H – History I, KNH2020H – History II

### Course Description

The course description must include the content of the course. It should describe the focus and goals of the course. The methodology used in the course (lectures, tutorials, seminars, readings, etc), and the means of evaluation (e.g. class participation, online discussion, mid-term exam, 20-page research paper, etc.) should be included in the appropriate sections below. The course description should be a minimum of 75 words, and must not exceed 300 words.

### Course Resources

#### Required Course Texts/Bibliography

* Warren Carter, *Matthew: Storyteller, Interpreter, Evangelist* (2nd ed.; Peabody, Mass.: Hendrickson, 2004)
* Mark Allan Powell, *What is Narrative Criticism?* (Minneapolis: Fortress, 1990)

#### Course Website(s)

* Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you’ll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

* Personal Website http://individual.utoronto.ca/*name*

### Course Learning Objectives/Outcomes

**College**

**BD Level**

Students successfully completing this course will be able to demonstrate the following learning outcomes. (Not all categories will be required for all courses.)

(A) IN RESPECT OF GENERAL ACADEMIC SKILLS

(B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES

(C) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION

(D) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP

**Graduate Level**

Each graduate program has detailed statements of “degree level expectations” (goals and outcomes) found in the respective program Handbooks. The harmonized course goals and outcomes (below) describe the level of knowledge and skill that will be characteristic of a typical graduate of the program. Instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide benchmarks for course evaluation/grading and program assessment. Doctoral students are typically required to demonstrate higher levels of ability or expertise.

| GRADUATE “DEGREE LEVEL EXPECTATIONS” | CORRESPONDING COURSE GOALS AND OUTCOMES | CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS |
| --- | --- | --- |
| EXPECTATIONS: *In this course students are expected to demonstrate the following:* |
| 1. Depth and Breadth of Knowledge is defined as a set of increasing levels of understanding within a student’s area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity. | *(e.g. Students in this course will learn, study, discuss, etc. [a,b,c] …. so that they can demonstrate, illustrate, assess, compare, etc.. [x,y,z]).* | *(e.g. lectures, readings, seminars, papers, shorter papers, essays).* |
| 2. Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence. |  |   |
| 3. Level of Application of Knowledge is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language. |  |  |
| **4. Professional Capacity or Autonomy** is defined as the ability to translate the knowledge gained in other research or professional settings, e.g., to undertake further studies in their area of concentration; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or beneficial. |  |  |
| 5. Level of Communication Skills is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs. |  |  |
| 6. Awareness of the Limits of Knowledge is defined as the recognition that Theological Studies is a complex discipline, comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.  |  |  |

### Evaluation

#### Requirements

#### The final grade for the course will be based on evaluations in [three] areas:

Basic Degree Students:

#### (1) *Participation (10%) – In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to…*

#### (2) *Seminar papers (50%) – Students are expected to submit papers for all four of the seminars…*

#### (3) *Final paper (40%) – A substantial scholarly paper (25 pages or so)…*

Graduate Students:

#### (1) *Participation (10%) – In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to…*

#### (2) *Seminar papers (40%) – Students are expected to submit papers for all four of the seminars…*

#### (3) *Final paper (40%) – A substantial scholarly paper (50% pages or so)…*

#### Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+) Exceptional

 85-89 (A) Outstanding

 80-84 (A-) Excellent

 77-79 (B+) Very Good

 73-76 (B) Good

 70-72 (B-) Acceptable

 0-69 (FZ) Failure

#### Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale;

A+ (90-100) Profound & creative

A (85-89) Outstanding

 A- (80-84) Excellent

 B+ (77-79) Very Good

 B (73-76) Good

 B- (70-72) Satisfactory at a post-baccalaureate level

 FZ (0-69) Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

***Late work (BD)****.* Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner.   An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

***Late work (Graduate)****.*  The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken.Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student’s college Graduate Director, not the instructor of the course. Nevertheless, the instructor’s signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

***Course grades****.* Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at [https://governingcouncil.utoronto.ca/
secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012](https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012), policies found in the TST conjoint program handbooks, or college grading policy.

### Policies

***Accessibility****.* Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as> The sooner a student seeks accommodation, the quicker we can assist.

***Plagiarism***. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

***Other academic offences****.* TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019> .

***Back-up copies****.*  Please make back-up copies of essays before handing them in.

***Obligation to check email****.* At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this.416**-**978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

***Email communication with the course instructor***. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

### Course Schedule

##### Week 1

*Day, Date*  Course introduction

##### Week 2

*Day, Date* Topic
 Reading

##### Week 3

*Day, Date* Topic
 Reading

##### Week 4

*Day, Date* Topic
 Reading

##### Week 5

*Day, Date* Topic
 Reading

##### Week 6

*Day, Date* Topic
 Reading

##### Week 7

*Day, Date* Topic
 Reading

##### Week 8

*Day, Date* Topic
 Reading

##### Week 9

*Day, Date* Topic
 Reading

##### Week 10

*Day, Date* Topic
 Reading

##### Week 11

*Day, Date* Topic
 Reading

##### Week 12

*Day, Date* Topic
 Reading

##### Exam Week

*TBD*