



Course Syllabus

BIBL7517/EDUC7517/PHIL7517 Worldview Premises for Transformative Learning
(Analysis of Matthew)

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I. AGATHON UAF PROFESSOR BIO

Dr. Christopher Cone, Th.D, Ph.D, Ph.D, serves as President and CEO and Research Professor of Transformative Learning and Leadership at Agathon UAF. His detailed bio is available here: <https://drcone.com/bio/>.

II. COURSE DESCRIPTION

BIBL7517/EDUC7517/PHIL7517 Worldview Premises for Transformative Learning (Analysis of Matthew) is a post-graduate level analysis of the historical narrative of Matthew, which provides the bridge between the Hebrew Scriptures and the Greek New Testament. This study provides a vital epistemological link to unifying the Transformative Literature, and offers vital metaphysical grounding in soteriology for understanding a Biblical axiology and perspective on righteousness, and for synthesizing Biblical eschatology as a foundation for individual ethical applications and socio-political models in light of God's coming kingdom.

III. COURSE SUMMARY

This course helps learners understand foundational worldview premises regarding epistemology (solidifying the cogency of the Transformative Literature, providing an explanation of the warrant for faith in Christ) and metaphysics (the axiology of righteousness, the eschatology of the coming kingdom, and the soteriology of salvation), with a view toward the ethical and socio-political implications and expectations for contemporary generations.

IV. LEARNING OUTCOMES

Course Learning Outcomes (CLOs)

1. To be able to determine through exegetical analysis a textually justified model for understanding the link between the Hebrew Scriptures and the Greek New Testament.
2. To be able to classify through historical synthesis epistemological and metaphysical principles – particularly related to Jesus's earthly ministry, salvific work, and coming kingdom – undergirding transformative learning and applications.
3. To be able to differentiate the nuances of the national implications of Jesus's kingdom offer and the individual aspects of righteousness presented in Matthew's Gospel.

Program Learning Outcomes (PLOs) – Ed.D in Transformative Learning and Leadership

1. To equip Learners, as experienced educators and leaders, for individual, organizational, and system-level transformative leadership.
2. To enhance Learners' focus on the Biblical worldview-based theory, practice, and assessment.
3. To prepare Learners for various special, diverse, innovative learning and leadership contexts.
4. To produce Learners' aptitude for multidimensional analysis, critical thought, and the synthesizing of transformative learning and leadership principles.

Program Learning Outcomes (PLOs) – Ph.D in Biblical Exegesis and Praxis

1. To equip Learners for advanced Biblical research in the original languages for the furtherance of the field of Biblical studies.
2. To enhance application of Biblical worldview-based hermeneutic and exegetical principles for personal transformative learning growth.
3. To produce advanced capabilities for interdisciplinary understanding of Biblical worldview impact.
4. To develop excellent skills for transforming education and leadership through Biblical praxis.

Agathon UAF Learning Outcomes (ALOs)

1. *Critical Thinking, Problem Solving, and Research* – Learners will demonstrate ability to think critically, solve problems, and conduct interdisciplinary research at a level appropriate to their program.
2. *Personal Growth* – Learners will understand how learning is related to personal growth, and will be challenged to grow in their thinking, communication, conduct, and engagement with others.
3. *Skills Development* – Learners will advance in skills related to their area of learning, demonstrating a level of competency appropriate to their program.
4. *Social Responsibility* – Learners will appreciate the diversity in and value of others as designed by our Creator, and will grow in willingness and capability to serve others.

5. *Worldview Applications* – Learners will become capable at thinking from a worldview perspective and will understand the relationship of description and prescription, so that they can ground their actions in sound principles.

V. COURSE READING

Required Texts:

- (1) All Agathon UAF courses use the Bible as a primary textbook. Translations used for coursework include any of the following: NASB, ESV, KJV, and NKJV. Other translations/versions may be used for complementary study and research.
- (2) Thomas Constable, *Notes on Matthew* (PBC, 2025) *electronic*, viewable at: <https://soniclight.com/tcon/notes/pdf/matthew.pdf> – selected to provide a complementary and introductory analysis of the Genesis text, and for its citations and bibliography providing material for further research.
- (3) Christopher Cone, *A Concise Bible Survey* (Exegetica, 2021) ISBN: 978-1-60625-080-0, \$7 (electronic, here: <https://exegeticapublishing.com/downloads/a-concise-bible-survey-by-christopher-cone-ebook-pdf/>) – selected to provide a synthetic overview, to show the first historical narrative in its context and with its broader implications.
- (4) Christopher Cone and John Oglesby, eds., *The Green Tree and the Hermeneutic Roots of Biblical Faith and Practice* (Exegetica Publishing, 2018) ISBN: 978-0998280523, <https://www.amazon.com/dp/1602650802> \$29 – selected for considering hermeneutic foundations, especially as evident in Matthew's Gospel.
- (5) R.T. France, *The Gospel of Matthew (NICNT)* (Eerdmans, 2007) ISBN: 978-0802825018, <https://www.amazon.com/Gospel-Matthew-International-Commentary-Testament/dp/080282501X> \$24 – selected to provide a more detailed background of Matthew's Gospel
- (6) Stanley Toussaint, *Behold the King: A Study of Matthew* (Kregel Academic, 2005) ISBN: 978-0825438455, \$24 – selected to provide a literal grammatical historical understanding of Matthew's Gospel.
- (7) Andy Woods, *The Coming Kingdom* (Grace Gospel Press, 2016) ISBN: 978-1939110211, <https://www.amazon.com/Coming-Kingdom-Theology-Changing-Church/dp/1939110211> \$26 – selected to provide a more detailed discourse on the elements of the Kingdom in Matthew's Gospel

VI. COURSE OUTLINE

Module 1 – Introduction, Matthew 1-2

Pre-Reading:

- Matthew 1-2
- Cone ACBS, 123-178
- Cone/Oglesby, 1-20, 41-62
- Constable, 1-79
- Toussaint, 1-57
- France, 1-95

Discussion Questions

- What is the significance of the genealogy of Jesus?
- How did Jesus fulfill Isaiah 7:14?
- For what two reasons was the virgin conception/birth of Christ important?
- Why does Matthew reference the Old Testament so much?
- How does Jesus fulfill Hosea 11:1?
- How did Herod fulfill Jeremiah 31:15?
- What prophets said Jesus would be a Nazarene?

Module 2 – Matthew 3-4

Pre-Reading:

- Matthew 3-4
- Constable, 80-132
- Toussaint, 58-84
- France, 96-152

Discussion Questions

- What does “Makarios” mean?
- Did Jesus abolish the Law?
- What commandments is Jesus talking about in 5:19?
- Is Jesus reaffirming the Ten Commandments?
- What is the thesis of Jesus’s sermon on the mount? (External obedience to the Law doesn’t make them righteous, they need *internal* righteousness that only He could provide [5:20, 48])
- How did Jesus model dealing with temptation?
- What “gospel” was Jesus preaching? (4:23)
- Why was Jesus healing?

Module 3 – Matthew 5-7

Pre-Reading:

- Matthew 5-7
- Constable, 132-237
- Toussaint, 85-120

- France, 153-298

Discussion Questions

- What does “Makarios” mean?
- Did Jesus abolish the Law?
- What commandments is Jesus talking about in 5:19?
- Is Jesus reaffirming the Ten Commandments?
- What is the thesis of Jesus’s sermon on the mount? (External obedience to the Law doesn’t make them righteous, they need *internal* righteousness that only He could provide [5:20, 48])
- Is righteousness internal or external? 6:1-5
- Is forgiveness conditional? 6:12, 14-15
- Does Jesus command fasting? 6:16-18
- What does it mean to seek first His kingdom? 6:33 (20-21)
- Jesus teaches about the external fruit of internal righteousness
- Who can we know by their fruits? 7:15-16, 20
- Is salvation by works? 7:21-23
- Contrast of Jesus’s (Biblical) worldview vs. everything else 7:24-27
- How was Jesus teaching with authority? 7:28-29

Module 4 – Matthew 8-11

Pre-Reading:

- Matthew 8-11
- Constable, 237-334
- Toussaint, 121-156
- France, 299-450

Discussion Questions

- Why is the title “Son of man” important?
- Why did Jesus heal Jews *and* Gentiles?
- What is the outer darkness?
- Why did Jesus heal people? (8:17)
- What did His sovereignty over nature and demons mean?
- What does His authority over forgiveness say about Him?
- What “gospel” did Jesus send His disciples to proclaim?
- John the Baptist had a period of doubt regarding whether or not Jesus was the Messiah
- How did Jesus help John deal with doubt?

Module 5 – Matthew 12-15

Pre-Reading:

- Matthew 12-15
- Constable, 334-421
- Toussaint, 157-199
- France, 451-602

Discussion Questions

- Who was Jesus claiming to be? (12:6,8, 23,28)
- Why was their sin against the Holy Spirit unforgivable? (23-24, 28, 31-32)
- How was Jonah a sign?
- What is the Father's will? (12:50, John 6:40)
- Jesus taught in parables to _____ the truth from those who had rejected Him.
- True or False: Jesus taught there was a "mystery form" of the kingdom.
- All of the parables in this context were about what?
- What is significant about their "taking offense" at Him? 13:57, (Isaiah 8:13-14, Matthew 16:18, 1 Peter 2:8)
- Why was John the Baptist killed?
- Jesus showed in the feeding of the _____ that *He* was able to provide them sustenance.
- Jesus taught the disciples about _____ when he fed the 5000 and when he walked on water.
- Tradition – obedience = hypocrisy and blindness
- True or false: eating with unwashed hands defiled the eater
- The Canaanite woman's faith and Jesus's response showed He is Savior of the _____ also
- Jesus's feeding of 4000 again showed His _____ over nature, and that He was *the* _____

Module 6 – Matthew 16-18

Pre-Reading:

- Matthew 16-18
- Constable, 421-490
- Toussaint, 200-222
- France, 603-708

Discussion Questions

- Jesus uses leaven to illustrate the _____ of the Pharisees and Sadducees
- The most important question you will ever answer is: _____
- Who or what is the rock upon which Jesus will build the church? (1 Pet 2:4-10 / Is 8:14)
- When was the prophecy of 16:28 fulfilled?
- At His transfiguration, His disciples saw Him in His _____ glory
- Jesus explains that John was the _____ who was to come before the Messiah
- Jesus very specifically predicted His _____
- Should followers of Jesus pay taxes?
- Jesus talks about the importance of _____ humility
- The parable of the 99 and the 1 show that _____ matters to Jesus

- 18:15-20 shows Jesus' model for _____ resolution (and a pattern and purpose for church discipline)
- Failure to _____ each other impacts our walk with God (18:21-35)

Module 7 – Matthew 19-20

Pre-Reading:

- Matthew 19-20
- Constable, 490-529
- Toussaint, 223-236
- France, 709-766

Discussion Questions

- Jesus talks about the importance of _____ humility
- The parable of the 99 and the 1 show that _____ matters to Jesus
- 18:15-20 shows Jesus' model for _____ resolution (and a pattern and purpose for church discipline)
- Failure to _____ each other impacts our walk with God (18:21-35)
- Jesus presents a higher standard for _____ than even in the Mosaic Law (19:1-12)
- How did the rich young ruler fail?
- Jesus will _____ those who follow Him (19:28-30)
- Jesus presents a higher standard for _____ than even in the Mosaic Law (19:1-12)
- How did the rich young ruler fail?
- Jesus will _____ those who follow Him (19:28-30)
- The parable of the landowner shows the justice of "the first shall be last" (20:1-16)
- Jesus said He would be raised on the _____ day
- Jesus illustrated in His death the humility His disciples hadn't yet learned
- The two blind men rightly recognized Jesus was the son of _____
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Module 8 – Matthew 21-22

Pre-Reading:

- Matthew 21-22
- Constable, 529-574
- Toussaint, 237-265
- France, 767-852

Discussion Questions

- What does Jesus' instructions about the donkey teach us about hermeneutics? (Proper application)
- Why did Jesus ride into Jerusalem on a donkey rather than a noble horse?
- Jesus showed His authority, but _____ still denied His authority
- Parable of the two sons showed the importance of _____
- He prophesied that they would reject and _____ him

- The parable of the wedding feast shows that not all invited into the _____ will be there
- The Sadducees believed there was no _____
- The Pharisees believed their righteousness came from obeying the _____

Module 9 – Matthew 23-24

Pre-Reading:

- Matthew 23-24
- Constable, 574-631
- Toussaint, 260-294
- France, 853-945

Discussion Questions

- Jesus pronounces 8 woes on the scribes and Pharisees because they were _____
- Jesus weeps over _____ expressing His love for the people
- The abomination of desolation is at the middle of the _____
- After that is the “_____ tribulation”
- True or False: 24:31 is a rapture passage
- In 24:34, Jesus uses the term generation to refer to what?
- True or False: 24:38-41 is a rapture passage

Module 10 – Matthew 25-28

Pre-Reading:

- Matthew 25-28
- Constable, 631-742
- Toussaint, 295-326
- France, 946-1119

Discussion Questions

- What was the connection between Jesus and the Passover? (Ex 12, 1 Cor 5:7)
- His blood is the blood of what covenant?
- Is that covenant being fulfilled today?
- Which disciple would deny Jesus 3 times?
- Jesus’ prayer in the garden showed His _____ to the Father
- Why did the high priest accuse Jesus of blasphemy?
- On what day did the women go to the tomb?
- What was the “fake news” that was spread to explain why Jesus wasn’t in the tomb?
- True or False: Jesus commanded His disciples to *go*
- What is the imperative in the “Great Commission”?
- How would Jesus be with them until the end of the age? (Jn 16)

VII. Assignments and Grading Rubric (1000 Points)

1. Module Assessment (20 points each x 10) 200 Points (Video Presentations)

- a. CLO 3 / PLO 3,4 / ALO 1,2
 - b. Instructions: Learners will submit a 10-15 minute video presentation summarizing the content of each module (10 total videos)
2. Course Content Assessment 200 Points (Short Essay Exam)
 - a. CLO 2 / PLO 3,4 / ALO 3,5
 - b. Instructions: Learners will choose any 1 Discussion Question from each module, and address the topic/question in roughly 1000 words. (1 short essay per question/topic, total of 10 short essay answers).
3. Interaction Assessment 200 Points (Discussion Board)
 - a. CLO 2 / PLO 3,4 / ALO 2
 - b. Instructions: Learners will post in the discussion board a substantive post answering any of the three discussion topics in each module, and will respond to at least two other posts by Learners/Faculty in the module.
4. Reading Content Assessment 200 Points (Reviews and Critiques)
 - a. CLO 1 / PLO 3,4 / ALO 1,2
 - b. Instructions: Learners will write a 1000-1500 word review and critique on each module's assigned readings (one overall review per module). Learners should summarize the material and offer some critique or poignant analysis.
5. Competency Assessment 200 points
 - a. CLO 3 / PLO 1,2 / ALO 4,5
 - b. Instructions: Learners will select and complete any 1 of the 3 competency assignments. Specifics of the assessment *must* be preapproved by the mentoring professor:
 - i. Civic Engagement Component – a practical social engagement of 3-6 hours applying principles covered in the course, and a 2000-word report discussing: (1) Introduction of the Engagement, (2) Methodology, (3) Summary of What Happened, and (4) Benefits and Implications
 - ii. Journal Article Component – a journal article quality paper of 8000-10000 words on an approved topic related to the course material, to be submitted to a relevant academic journal (Style determined by the journal of submittal).
 - iii. Teaching Encounter Component – preparing, delivering, recording, and submitting a 60-90 minute teaching to a live audience on an approved topic related to the course material

VIII. Grading Scale

91-100%	A
81-90%	B
71-80%	C
61-70%	D

0-60%

F

IX. Carnegie Unit Credit Hour Equivalent

Total Hours of Module Content: 20 hours
Total Hours of Reading Content: 60 hours
Total Hours of Minor Assessments: 20 hours
Total Hours of Major Assessment: 20 hours
Total Hours of Competency Assessment: 40 hours
Equivalent of 3 Credit Hour (160 hours of total course time)

X. Enrollment Agreement, Refund Policy, and Other Policies

Institution

Agathon UAF
PO Box 241, Fort Walton Beach, Florida, 32549
www.agathonu.com 850-943-4205

Program

Ph.D in Biblical Exegesis and Praxis
Course – BIBLE7511 Worldview Premises for Transformative Learning (Analysis of Genesis) – 3 hours

Post-Graduate Elective

Course – EDUC7511 Worldview Premises for Transformative Learning (Analysis of Genesis) – 3 hours

Enrollment Agreement

View the Enrollment Agreement here: <https://www.agathonu.com/enrollment-agreement/>

Withdrawal and Refund Policy

View the Withdrawal and Refund Policy here: <https://www.agathonu.com/refund-and-withdrawal-policy/>

Calendar and Course Duration

View the Calendar and Course Duration Policy here: <https://www.agathonu.com/calendar-and-course-duration-policy/>

Intellectual Integrity and Plagiarism Policy

View the Standards of Intellectual Honesty Policy here: <https://www.agathonu.com/standards-of-intellectual-honesty-policy/>

Writing Style Policy

View the Writing Style Policy here: <https://www.agathonu.com/writing-style-policy/>

Other Policies

View all other Policies at the Agathon UAF Policy Library here:

<https://www.agathonu.com/policy-library/>