**University Mission Statement:** Seattle Pacific University seeks to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.

**School of Theology Mission Statement:** The School of Theology at Seattle Pacific University seeks to educate and prepare all our students to engage the culture as thoughtful people. We seek to foster their intellectual, personal, and spiritual growth, and help them master those critical skills and multi-cultural sensitivities needed to understand Christian faith and translate it into practices that change the world.

**School of Theology Student Learning Outcomes:** Within the broad context of these Mission Statements, SOT has established four learning outcomes for its various courses and programs.

- **Student Learning Outcome #1:** Students will demonstrate an understanding of the Christian tradition and develop skills of theological reflection.
- **Student Learning Outcome #2:** Students will demonstrate an understanding of the Bible as Scripture and develop skills and practices of biblical interpretation that illustrate a discerning use of Scripture.
- **Student Learning Outcome #3:** Students will demonstrate an understanding of the principles and skills that are essential to serve and lead as agents of reconciliation in diverse settings.
- **Student Learning Outcome #4:** Students will demonstrate an understanding of the dynamics and practices of nurturing their own Christian faith and the Christian faith of others.

**Course Description:**
(From the SPU catalog) “This course is intentionally designed to be an introduction to biblical studies for students seeking to go deeper with what they learned in UFDN 2000/3001. In it we will learn how to utilize the various tools and methodologies of academic biblical study to explore the history, literature and theology of the four canonical gospels.”

**Course Objectives:**
The course description highlights the two central learning objectives for our time together:

- This course is designed to transition students out of UFDN 2000/3001 by introducing them to the practice of faithful academic biblical study. We will accomplish this by becoming familiar with the basic tools and research methodologies scholars employ when mining the depths of the biblical text. The quality and depth of our engagement with the Bible is dependent, at least in part, on the quality and depth of the questions we ask in the course of that engagement — questions directed to the text itself (what is this thing we’re reading?), questions of ourselves as readers (who is this person reading this text?), and of the God who is revealed to readers as they engage the text.
- Our introduction to biblical studies tools and methods will be worked out through a survey of the four canonical gospels. Ideally we’d spend an entire quarter on a single gospel! Unfortunately, we’re going to be rushing along again. At the bare minimum, my hope is that you’ll leave this class knowing your way around the gospels. More than that, I hope that your understanding of “the gospel” will be enriched by a more detailed and comprehensive understanding of the literature and theology of the Church’s four authoritative versions.

**Course Texts and Resources:**
Required Texts:
• A modern English translation of the Bible, preferably the NRSV, ESV, or NIV.
• Kurt Aland’s *Synopsis of the Four Gospels* will aid us in our analysis of the gospel texts. Bring this to class every day.
• Corrine Carvalho’s *Primer on Biblical Methods* will help us grasp the basics of the various interpretive methods employed by academic biblical scholars.

**Recommended Websites:**
• Our own [SPU library](http://www.spu.edu/depts/library/reference/theology/christian_scriptures.htm) maintains an excellent list of online biblical studies resources.
• The [New Testament Gateway](http://www.ntgateway.com), easily one of the best web resources for academic biblical studies research.
• Torrey’s [Resource Pages for Biblical Studies](http://torreys.org/bible/), which has links to most everything.
• [Tyndale House](http://www.tyndalehouse.com), an international center for biblical research at Cambridge University. See especially their useful links page, and consider downloading their “Tyndale Toolbar,” which is a very helpful “at your fingertips” bible research tool.
• There are several sources online for [Non-Canonical Literature](http://wesley.nnu.edu/sermons-essays-books/noncanonical-literature/noncanonical-literature-gospels/) emerging out of early Christianity. A useful site for such texts (and many others!) is the Wesley Center for Applied Theology page devoted to the subject ([http://wesley.nnu.edu/sermons-essays-books/noncanonical-literature/noncanonical-literature-gospels/](http://wesley.nnu.edu/sermons-essays-books/noncanonical-literature/noncanonical-literature-gospels/)).

**Course Requirements, Expectations, and Learning Experiences:**

1) **Attendance:** Since one of the primary objectives of this course is to develop the practice of carefully reading scripture together, *class attendance* is taken very seriously, and most days I will pass around a sign-up sheet to check your faithfulness. Instead of determining excused and unexcused absences, you have **three [3] free absences (one week of classes!) that you can use in any way you like. But you must spend wisely; these are the only absences you are allowed!** If you know now that you will have to miss a class session at some point in the quarter, budget accordingly. If you tend to get sick, and these sicknesses tend to keep you from class, budget accordingly. Students will only be allowed to go into debt if an emergency can be demonstrated to have taken place on more than one occasion (i.e., you cannot blow your freebies and then expect more grace when emergency strikes). Otherwise, if you miss more than three times, your **final grade will drop by ½ point** (i.e., from a B to a B-). More than five absences will reduce your **final grade by a full point.**

2) **Writing Assignments**
• **Daily Study Notes:** Study notes will be the “engine” that drives your learning this quarter. Study after study has shown that learning is enhanced if students not only hear information (from class lecture) and read information (from course texts), but also write that information down. Solid, extensive note-taking is essential not only for our time in class but also for your preparation outside of class. For this reason, I will be evaluating your daily preparation by asking you to prepare study notes for every day we have gospel texts assigned this quarter (prep work for our intro days will be described in the course schedule).
  o A typed, printed hard copy of the notes should be in your hand every day, as you will use them to enable your class participation.
  o On most days you will add these to your handwritten lecture notes and place them in your course portfolio (see below), but **once per Gospel, you will submit study notes. I will not accept daily work by email; they must be turned in during class.**
  o A separate document (found on Canvas) describes in detail what substantive study notes ought to look like. I will be holding you to this expectation, so please look it over carefully.
  o I am well aware of the fact that the daily grind of course prep notes can be exhausting. I am also aware of how much is lost when a student comes to hear a lecture but has not prepared on her own before coming to class. Thus, you have two options open to you on the days I collect: you
may submit “partial” or “complete” study notes. A “partial” set of study notes says “I did the reading and reflected on it, but didn’t have time to write up a complete and substantial set of observations.” A “complete” set is one that conforms precisely to the expectations outlined on the attached document. Over the four times I collect this quarter you are required to submit EITHER three “completes” OR two “completes” and two “partials.” The type of submission should be printed clearly at the top of your homework. “Partials” are worth 5 pts and “completes” are worth 10— so this aspect of the course is worth 30 points toward your total score.

- **Methods Assignments:** We will be working through Corrine Carvalho’s *Primer on Biblical Methods* over the first two weeks of the quarter. Questions and exercises associated with this book can be found on Canvas. Note the due dates on the course schedule. The first three assignments are worth five points each, and the fourth, which is more extensive, is worth ten.

- **Biblical Studies Resource Project:** Since one of our central tasks involves introducing you to basic biblical studies tools and methodologies, your primary research work this quarter will involve the completion of a multi-step Biblical Studies Resource Project. See the course schedule for due dates, and Canvas for a detailed description of this task.

- **Course Portfolio:** On the last day of class, you will submit your course portfolio. The idea here is to have you collect all your course materials together in a meaningful fashion so that you can take it with you from this class as a lifelong resource. It should contain everything related to the class, bound together in a three-ring binder.
  - You will place the course syllabus on the front, followed by a tab that says “daily lecture notes” which are organized by date, followed by another tab that says “daily assignments,” followed by another tab that says “handouts,” and concluded with another tab that says “Resource Project.” This final section on your research project must include the directions to complete the research project (on Canvas) and may include hard copies of Part 1 and Part 2, but it does not have to include them. Your portfolio will be graded according to a rubric posted on Canvas.
  - On the day(s) when part of the biblical resource project is due, if study notes are also due, a partial will suffice as full credit in your portfolio.
  - Please note: if you do not pick up your portfolio after it has been graded, you will receive a zero for your portfolio grade. You MUST pick up your portfolio!

### How Will Your Grade Be Determined?

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Study Notes</td>
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<tr>
<td>Methods Assignments</td>
<td>25</td>
</tr>
<tr>
<td>Project Part 1</td>
<td>20</td>
</tr>
<tr>
<td>Project Part 2</td>
<td>20</td>
</tr>
<tr>
<td>Project Part 3</td>
<td>40</td>
</tr>
<tr>
<td>Course Portfolio</td>
<td>20</td>
</tr>
<tr>
<td>Attendance &amp; Engagement Leverage</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>155</td>
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</tbody>
</table>

### Course Policies and Other Pertinent Information

**School of Theology Non-Discriminatory Language Policy**

The Christian gospel aims to provide a clear witness to the revelation of God through Jesus Christ. For this reason, the words we choose are influential and significant. Because language related to race, gender, class, and nationality has a particular power to liberate or to marginalize other human beings, our words ought to exhibit the sort of grace-filled sensitivity to human dignity that is part and parcel of the Christian gospel (Ja. 3:1-18). In particular, the SOT at SPU believes that language about God and people should mirror these biblical truths: God created both male and female in God’s image (Gen 1:27); God formed male and female into a working partnership to steward all of God’s creation (Gen 1:28); and God loves everyone equally without respect to race, gender, class, or nationality; yet all are equally in need of God’s forgiveness and equally transformed by God’s grace into new creatures because of Jesus Christ (1 Tim 2:3-6). The use of nondiscriminatory language substantiates these truths and fosters a community where “there is neither Jew nor Greek, slave nor free, male nor female, for all are one in Christ Jesus” (Gal 3:28). The social practices of SPU’s Methodist heritage exemplify these biblical truths, as Methodists have actively participated in the lifting of oppression in any form so as to extend and implement the freedom of the gospel to all whom God has created and
seeks to redeem. The record of Wesleyans on behalf of those on the margins is impressive and honorable and should be
furthered by the modern offspring of Wesley in word and deed.

Therefore, it is the policy of the SOT at SPU to use and require nondiscriminatory language in our syllabi,
publications, communications and classes. (The grammatical particulars about nondiscriminatory language are spelled
out in The Everyday Writer.) “Humans” should be referred to as such, not “men.”

Moreover, when writing and speaking about God, the SOT encourages the use of a wide variety of images
found in Scripture and the Christian tradition, such as rock, sovereign, light, mother eagle, shepherd, creator, father, and
so on. By drawing on the richness of these biblical images, we position ourselves to deepen our understanding of God’s
manifold attributes more fully and to help form God’s multiform people into a more inclusive community.

Academic Integrity Policy
Students are expected to follow the Academic Integrity Policy stated in the current edition of the Undergraduate
Catalog. The guidelines for handling any cases of suspected infractions are spelled out in the same place. A breach of
academic integrity occurs when a student receives academic benefits he or she did not earn through his or her own work
by cheating or by plagiarism. In its more blatant forms, academic dishonesty includes copying another’s work on an
exam; preparing for an exam by using test questions from a stolen exam; bringing concealed answers to an exam; turning
in another person’s work as one’s own; or committing plagiarism (i.e., copying portions of another’s words from a
published or electronic source without acknowledging that source). This means that cutting-and-pasting answers from the internet
without proper citation is plagiarism.

Policy for Students with Disabilities
If you have a specific disability that qualifies you for academic accommodations, please contact Disability Support Services
in the Center for Learning, Lower Moyer Hall, to make your accommodations request. Once your eligibility has been
determined, DSS will send a Disability Verification Letter to your professors indicating what accommodations have been
approved. Here is the Center’s contact information:

- Phone: (206) 281-2272  TTY: (206) 281-2224 Fax: (206) 286-7348
- Email: dss@spu.edu
- Website: http://www.spu.edu/depts/cfl/dss/index.asp

Emergency Evacuation Procedures
If there is an emergency that requires us to evacuate the classroom, you will pick a buddy that day, and then leave with
your buddy, as I count you off. Then, we’ll reassemble and take count in the emergency assembly area. The campus
emergency number is x-2911. For more information, see: http://www.spu.edu/info/emergency/index.asp.

Inclement Weather School Closure Policy
Full Closure: All classes are canceled and all offices are closed. The Library, Campus Dining Services and the Student Union
Building will be operational on a limited schedule.
Late Start: Indicates that classes begin at 9:30 a.m. and offices open at 9:30 a.m. Classes beginning at 8:00 a.m. and 8:30
a.m. are canceled. All other classes will operate as scheduled. Chapel will be held if planned.
For Evening Classes and Events: Allowing for weather changes during the day, a decision will be made by 2:00 p.m. for evening
classes and events. Call the Emergency Closure Hotline for the updated information.
The Emergency Closure Hotline (206) 281-2800 always provides current and complete information.

Reports of Threats, Crimes and Sexual Misconduct
Seattle Pacific University is committed to providing a safe learning and working environment on campus. As part of this,
university employees are generally required to report information they receive about threats, crimes, and sexual misconduct
involving students to the Office of Safety and Security or the university’s Title IX Coordinator.

Information that must be reported includes both verbal and written statements (e.g., spoken in class or submitted in a
written assignment), whether by a victim or by a third-party. Types of incidents that must be reported include physical
assault (including domestic or dating violence), sex offenses (e.g., rape, sexual assault, sexual harassment), stalking, robbery,
burglary, motor vehicle theft, arson, hate crimes, and arrests for weapon, drug, or liquor law violations.

If you are a victim of any of the offenses listed above, you are strongly encouraged to report the matter promptly to a
professor, the Office of Safety and Security, or the university’s Title IX Coordinator so that the university can offer you
support and notify you of available resources. If you are a victim and would like to speak with someone confidentially,
you can arrange to speak with a counselor at the Student Counseling Center or you can make an appointment outside of class with a pastoral counselor.

Emergency Response Information

Report an Emergency or Suspicious Activity
Call the Office of Safety & Security (OSS) at 206-281-2922 to report an emergency or suspicious activity. SPU Security Officers are trained first responders and will immediately be dispatched to your location. If needed, the OSS Dispatcher will contact local fire/police with the exact address of the location of the emergency.

Lockdown / Shelter in Place – General Guidance
The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System as text messages (to people who have provided their cell phone numbers as described below), emails, announcements by Building Emergency Coordinators (BECs), and electronic reader board messages.

If you are in a building at the time of a lockdown:
- Stay inside and await instruction, unless you are in immediate visible danger.
- Move to a securable area (such as an office or classroom) and lock the doors.
- Close the window coverings then move away from the windows and get low on the floor.
- Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are unable to enter a building because of a lockdown:
- Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to further danger.
- Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

Evacuation – General Guidance
Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation location. The “Stop. Think. Act.” booklet posted in each classroom contains a list of evacuation sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

SPU-Alert System
The SPU-Alert System provides notification by email and text message during an emergency. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. To receive a text message, update your information through the Banner Information System on the web, https://www.spu.edu/banweb/. Select the Personal Menu then choose the Emergency Alert System. Contact the CIS Help Desk if you have questions concerning entering your personal contact information into the Banner Information System.

Additional Information
Additional information about emergency preparedness can be found on the SPU web page at http://www.spu.edu/info/emergency/index.asp or by calling the Office of Safety & Security at 206-281-2922.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT/EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 1/3</td>
<td>Course Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 1/5</td>
<td><strong>Genre:</strong> What is a gospel?</td>
<td>Carvalho Introduction</td>
<td>Methods Assignment I due</td>
</tr>
<tr>
<td>M 1/8</td>
<td><strong>History:</strong> Form, Source, Redaction</td>
<td>Carvalho Part 1</td>
<td>Methods Assignment II due</td>
</tr>
<tr>
<td>W 1/10</td>
<td><strong>Literature:</strong> Text, Narrative</td>
<td>Carvalho Part 2</td>
<td>Methods Assignment III due</td>
</tr>
<tr>
<td>F 1/12</td>
<td><strong>Reader:</strong> Interpretive Communities</td>
<td>Carvalho Parts 3 and 4</td>
<td>[Work on Methods assignment IV]</td>
</tr>
<tr>
<td>M 1/15</td>
<td>No Class: MLK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 1/17</td>
<td><strong>Church:</strong> Theological Interpretation</td>
<td></td>
<td>Methods assignment IV due</td>
</tr>
<tr>
<td>F 1/19</td>
<td>Biblical Research Methods: How To</td>
<td>(bring laptop/tablet)</td>
<td>5 observations on your passage</td>
</tr>
<tr>
<td>M 1/22</td>
<td>Why there gospel? The Many and the Four</td>
<td>Read <em>The Gospel of Thomas</em></td>
<td>10 observations from <em>The Gospel of Thomas</em></td>
</tr>
<tr>
<td>W 1/24</td>
<td>Intro to Matthew</td>
<td>Matthew 1:1-4:25</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>F 1/26</td>
<td>The Sermon on the Mount</td>
<td>Matthew 5:1-7:29</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>M 1/29</td>
<td>Mission and Rejection</td>
<td>Matthew 8:1-13:58</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>W 1/31</td>
<td>The Church</td>
<td>Matthew 14:1-20:34</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>F 2/2</td>
<td>Matthew concluded</td>
<td>Matthew 21:1-28:20</td>
<td>Project Part 1 due on Canvas, 5pm</td>
</tr>
<tr>
<td>M 2/5</td>
<td>Intro to Mark</td>
<td>Mark 1:1-4:34</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>W 2/7</td>
<td>Who is this?</td>
<td>Mark 4:35-8:21</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>F 2/9</td>
<td>No class: Library Day</td>
<td></td>
<td></td>
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<tr>
<td>M 2/12</td>
<td>The Way of the Cross</td>
<td>Mark 8:22-13:37</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>W 2/14</td>
<td>Passion and Resurrection; Mark concluded</td>
<td>Mark 14:1-16:20</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>F 2/16</td>
<td>Intro to Luke</td>
<td>Luke chs.1-3</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>M 2/19</td>
<td>No Class: President’s Day</td>
<td></td>
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<tr>
<td>T 2/20</td>
<td><strong>Project Part 2 due on Canvas by 5:00pm</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 2/21</td>
<td>The Spirit is upon me…</td>
<td>Luke chs.4-9</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>F 2/23</td>
<td>Discipleship</td>
<td>Luke chs.10-13</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>M 2/26</td>
<td>The Kingdom is among you</td>
<td>Luke 14:1-19:29</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>F 3/2</td>
<td>Intro to John</td>
<td>John 1:1-4:54</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>M 3/5</td>
<td>I am the bread of life…</td>
<td>John chs.5-12</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>W 3/7</td>
<td>The High Priestly Prayer</td>
<td>John chs.13-17</td>
<td>Prepare study notes</td>
</tr>
<tr>
<td>M 3/12</td>
<td>Why four Gospels? The four Gospels and the one gospel</td>
<td>Portfolio due in my office by 5:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>Th 3/15</td>
<td>Resource Project part 3 due on Canvas by midnight. You must pick up your graded portfolio from the Alexander hall theology office (#109) between 9:00am-5:00pm to receive credit for it!</td>
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</table>