



SAINT LOUIS UNIVERSITY

1818 ADVANCED COLLEGE CREDIT PROGRAM

<<REQUIRED: <https://www.slu.edu/registrar/calendars/1818-calendar.php>>> (We recommend you also post this link to your classroom management site)

THEO 2210 Introduction to the New Testament

3 credits

<<High School Name>>

<<High School Course Name and Number>>

Course Syllabus

Semester:

<<TERM and YEAR>>

Instructor:

<<Instructor Name>>

Contact Information:

<<Office Address>>

<<E-mail Address>>

<<Phone>>

<<Availability/Office Hours>>

Textbook(s)/Resources:

<<<<REQUIRED. insert here>>

<<<<REQUIRED. insert here>> James Martin, SJ, *The Jesuit Guide to (Almost) Everything: A Spiritual Reality for Real Life* (please see the appendix for the required chapters of this text)

Course Description:

THEO 2210 Introduction to the New Testament

Credits: 3

Writings of the New Testament and other early Christian literature; their formation as historical, cultural, literary, and theological products; their messages to their original audiences and meaning for contemporary readers and communities.

Prerequisite: THEO 1600

Attributes: Core: Ways of Thinking: Aesthetics, History and Culture, Core: Cura Personalis 2: Self in Contemplation; Catholic Studies-Theology, Middle East Studies, Theology BA



Requirement (A&S), Theology BS Requirement (A&S), Theology New Testament,
Theology-Sacred Texts

Additional Description

<<OPTIONAL. Insert HS course description info/additional descriptive info>>

Course Learning Outcomes:

Students will be able to:

- Identify and evaluate various interpretive approaches to the study of the New Testament, e.g., historical, social, literary, theological, reader-oriented.
- Apply knowledge of the Jewish and Greco-Roman historical and cultural backgrounds of New Testament writings in interpretation of texts.
- Explain issues of authorship, date, location, and theological significance of New Testament and other early Christian writings and how they shape the form and content of New Testament writings.
- Reflect upon how the New Testament is relevant in today's discourse about race, women, and sexuality.
- Recognize and offer alternative readings to anti-Jewish biblical interpretation.

Additional [HIGH SCHOOL NAME HERE] Learning Outcomes:

<<OPTIONAL: insert any high school, district, state or instructor developed outcomes here>>

Attendance Policy:

<<REQUIRED: Please list the attendance policy for the class, the policy on late/missing exams and work, in addition to penalties on missed classes and/or tardiness. NOTE we recommend when discussing attendance to not delineate between excused or unexcused just define it as absences>>

Method for Determining Final Grade for Course:

<<insert here (i.e. Tests 500 points (30%), Quizzes 100 points (ten 10 point), etc.)>>

SLU Grading Information/Scale:

<<**REQUIRED:** Saint Louis University's undergraduate grading system follows a 0 - 4.000 grade point scale. Grading is at the discretion of the 1818 instructor, who will be guided by the course description, shared learning outcomes, and shared assessment as well as professional experience and collaboration. Use of the LLC grading scale is required for your syllabus, and the instructor must outline how grades are determined at the end of the course in accordance with the provost's required syllabus components:

https://www.slu.edu/provost/policies/academic-and-course/policy_course-syllabus_12-12-18.pdf.

Grades are assigned to the SLU transcript as follows: >>

Grade	Grade Points	Interpretation
A	4.000	High achievement and intellectual initiative
A-	3.700	
B+	3.300	Above average, approaching high achievement
B	3.000	Above average achievement
B-	2.700	
C+	2.300	Midway between B and C
C	2.000	Average achievement
C-	1.700	
D	1.000	Inferior but passing achievement
F	0	Failure

The following grading scale applies for this LLC course:

A (4.0)	93-100	High achievement and intellectual initiative
A- (3.7)	90-92	Approaching high achievement
B+ (3.3)	87-89	Slightly higher than above average achievement
B (3.0)	83-86	Above average achievement



B- (2.7)	80-82	Approaching above average achievement
C+ (2.3)	77-79	Slightly higher than average achievement
C (2.0)	73-76	Average achievement
C- (1.7)	70-72	Below average achievement
D (1.0)	65-69	Inferior, but passing achievement
F (0)	<64	Course failure

Note on SLU Undergraduate Cumulative GPA:

The grades earned through the 1818 Advanced College Credit Program are Saint Louis University grades, and will be part of each student's permanent undergraduate SLU academic record and transcript.

Significant Learning Activities / Evaluation Strategies and Approximate Deadlines and/or Calendar:

<<Please insert here a listing of each of the major units and assignments.>>

THEO 2210 Required Core Assignments

<<**REQUIRED:** The syllabus must include the following two components. The first component requires students to meet 4 times during the semester to discuss the 4 reflection papers they will have completed before the small group sessions. These reflections are found in the appendix to this template. The second component consists of 3 assignments given during the semester. Both of these components must be indicated on the syllabus.>>

1. The course must include 4 structured reflections conducted during the semester. The reflections are themed: “Sowing”, “Knowing”, “Growing”, and “Going”. For each session, students will read and discuss a chapter from James Martin’s book, *A Jesuit Guide to (Almost) Everything*, alongside a New Testament passage. This book guides students through various aspects of Ignatian spirituality in a way that is respectful of and makes use of other religious traditions. Students will be given prompts for each of the four reflection papers which they will write at home and then discuss in small groups in class.
2. 3 assignments that address respectively: a) qualitative method of interpreting the New Testament; b) critical analysis of a primary text; c) reader-oriented methods, such as African American hermeneutics, feminist biblical criticism, and LGBTQ+ interpretation.



- a. *Qualitative method assignment*: Students learn the basics of gospels source criticism, i.e., arguments about which of the four gospels was written first and which author borrowed from whom. After learning three of the most popular theories, students take a text (such as the Sermon on the Mount or one of the gospel infancy narratives) and analyze it in terms of sources. According to the Two Source Hypothesis, for example, can this material be traced to hypothetical source Q? Where did this passage likely originate according to other source theories? Students then explain which theory best accounts for this passage and why.
- b. *Critical analysis of a primary text assignment*: Students learn the reasons why some of the letters ascribed to Paul are thought to be pseudepigraphal, and then apply one or more of these arguments to a particular text. Here, the student is free to argue for or against authenticity as long as they apply the criteria judiciously.
- c. *Reader-oriented method assignment*: Students assume the persona of Paul and write the addressee of the Epistle to Philemon, a Christian slave owner. Using their knowledge of ancient slavery and the writings of African American biblical scholars, students write the slave owner Philemon, explaining what they think he should do with his slave, who is now with Paul and has become a Christian brother. The students *then* address one of these student epistles in the persona of Philemon, the recipient of the letter. They explain whether or not they will take “Paul’s” advice to free his slave. Students should demonstrate their understanding of ancient slavery along with various ways African American scholars have struggled with Paul’s letter in light of the history of slavery in America.

Academic Integrity Syllabus Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at:

https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Students participating in the 1818 Advanced College Credit Program are held to and should be familiar with the College of Arts and Sciences Academic Honesty policy available at: [Academic Honesty : SLU](#)

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience**. This is true even if you ask the faculty member not to

disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

<<<<END OF SYLLABUS TEMPLATE>>>>

APPENDIX

REFLECTION 1: "SOWING"

The first reflection "Sowing" will require students to reflect on their personal journey as they read Martin's "Chapter One: A Way of Proceeding – What is Ignatian Spirituality?" Alongside this chapter, they will read the Parable of the Sower in Mark 4.

Reflection and discussion prompts could include the following:

- How would you describe the journey of your life so far?
- What significant experiences / challenges have you faced at [school]?
- Consider the four elements of Ignatian spirituality (Martin, 5-11); which of these approaches do you relate to best? Or: which of these do you think will be most helpful to you moving forward?
- What do you think the Parable of the Sower means? Where do you find yourself in this parable? What do you think some of the images represent, e.g., the birds, the thorns, the rocky soil, the good soil? Can you identify any of these ideas to obstacles you have faced during your education? What did you learn from these situations? Were you able to find ways to deal with these challenges or to become more resilient?

REFLECTION 2: “KNOWING”

The structured reflection and small-group discussion on “Knowing” will introduce students to Ignatian methods of discerning their desires to know which to pursue toward growing in their vocations. Students will read Martin’s Chapter Three: What Do You Want? Desires and the Spiritual Life,” alongside Mark 10:46-52, the story of Jesus healing a blind man who tells him his desires.

Reflection and discussion prompts could include the following:

- When have you experienced the “deep longing of our hearts” that the author describes? How have you accomplished the sometimes difficult task of finding these holy desires among the surface wants that are often so distracting? (Martin, 403)
- One of Fr. Martin’s first lessons when he entered the Jesuit novitiate was that “God meets you where you are” (81). Was that insight new to you? How might God meet you where you are now? (Martin 403)
- Can you relate the blind beggar’s desire to see to any of your own desires? Were there any ideas in this chapter that help you see these desires as holy, good, or attainable?

REFLECTION 3: “GROWING”

In the third reflection on “Growing,” students will look to the apostle Paul as a model of resilience, reading Philippians 4 alongside Martin’s Chapter Twelve: What Should I Do? The Ignatian Way of Making Decisions.” Students will write and then reflect in small groups on some of the decisions they made in the past and decisions they face at the present time.

Some of the writing and discussion prompts could include:

- What are some of the more difficult decisions you have had to make? Do you think you made the right decision?
- What decisions do you face in the days ahead as you prepare for your future?
- How do you make those decisions?



- Ignatian discernment includes the ideas of indifference and consolation. Would either one of these methods be helpful to you? Which of the steps outlined on 319-326 sound the most helpful?
- Fr. Martin writes about making decisions as “your best self.” Who is your best self and how would that person act in ways different from the way you are living now? (407)
- In Philippians 4, how do you see Paul dealing with anxiety and affliction? Is Paul’s example helpful to you as you make important decisions about your life? Does it help you to focus on your journey (reflection #1) and your heartfelt desires (reflection #2)?

REFLECTION 4: “GOING”

While reflection 1 focused on contemplation, and reflection 2 on values clarification, the final reflection (“Going”) will be on vocational discernment. Students will read Martin’s “Chapter Thirteen: Be Who You Is!” alongside James 1.

Students will be asked to consider:

- Have you ever imagined yourself as having a vocation? How would you describe it? Or, what desires do you have that could help you discover your vocation? (408)
- How does your vocation relate to your major? How does it relate to your chosen profession? How do these concepts overlap and how are they different?
- What challenges do you see down the road as you pursue your vocation or as you “become yourself”? What kinds of skills would be helpful for you as you face these challenges? How can you be present for others who go through their own challenges?