**Mountain Theological Seminary**

**Graduate Course Syllabus**

**The Book of Acts**

**NT659**

Fall 2025 Drs. Bill Moulden & Glenn Giles

MTS Appointments available upon request

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**COURSE DESCRIPTION**

This class provides an in-depth examination of the contents and history of the Book of Acts, with a special emphasis on the biblical and theological themes of conversion, the Holy Spirit, church polity, and leadership principles.

**COURSE RATIONALE**

Acts functions as a theological history connecting the Gospels and the Epistles. It describes the early history of the Christian church, its initial practices, its expansion into Jewish and Roman regions during the first century, and the origins of many elements of New Testament theology. Therefore, it is essential for understanding the church and the New Testament. Because of this, I am honored to teach this course alongside Dr. Glenn Giles.

**MTS MISSION**

The mission of Mountain Theological Seminary is to equip followers of Jesus around the world to be spiritual leaders and servants in Christ's church by providing them with a transformative, biblically grounded distance education.

**COURSE OBJECTIVES**

As a result of this course, students should accomplish the following objectives:

1. The student will be able to discuss and examine the background, content of and history recorded in the Book of Acts.
2. The student will be able to analyze and critique some of the critical issues surrounding the Book of Acts and the emergence of the first-century church.
3. The student will be able to assess and evaluate the theological contribution of the Book of Acts to the theology of salvation, the Holy Spirit, and NT Ecclesiology.
4. The student will be able to create a sermon series which emulates the heart of the disciples in the early church, as depicted in the Book of Acts, and be able to make it applicable to a listening audience .

### **COURSE TEXTBOOKS**

1. Stott, John R. W. *The Message of Acts: The Spirit, the Church, and the World*. Downers Grove: IVP, 1990. ISBN 978-0-8308-1236-3.
2. Patzia, Arthur G. *The Emergence of the Church: Context Growth, Leadership and Worship*. Downers Grove: IVP, 2001. ISBN 0-8308-2650-5.
3. Brunner, Frederick Dale. *A Theology of the Holy Spirit: The Pentecostal Experience and the New Testament Witness*. Eugene: Wipf and Stock, 1998. ISBN 1-57910-094-5.
4. Nettles, Thomas J.; Pratt, Richard L., Jr.; Kolb, Robert; and Castelein, John D. *Understanding Four Views on Baptism.* Grand Rapids: Zondervan, 2007. ISBN 978-0-310-26267-1
5. For writing papers, please use *Turabian* style and format. The following link is available for reference: <http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html>

**COURSE ASSIGNMENTS (This course begins August 24 and ends December 13, 2025)**

1. [**Read and *keep a reading/viewing log* of the assigned books, materials (including class notes), and videos noted in the Course Assignment Schedule below. Completed reading/viewing/listening logs are due Midnight Saturday, December 13, 2025. Please submit these to the course instructor online via Canvas by the specified date. *There should be two logs: One for reading and one for viewing/listening to lectures.*** **Your reading of assigned books and materials is worth 10% of your final grade, and viewing/listening to the videos/audios is worth 15% of your final grade.**
2. **Participate in the Discussion Forums and Response Forums on Canvas according to the Course Assignment Schedule and due dates below.** These online submissions will be graded according to the Discussion *Assignment* and Discussion *Response* Grading Rubrics listed later in this syllabus. **This is worth 20% of your final grade. This does *not* include submissions of the 1000-word critiques of *Four Views of Baptism* and *A Theology of the Holy Spirit* noted below. It does, however, include the Discussion *Responses* of these submissions.**
3. **Acts Lesson or Sermon series paper:** Create a Sermon or Lesson series of 7 sermons or lessons on the Book of Acts. This should be in a detailed *outline* form, with at *least one full page per sermon* or lesson, totaling at least 7 pages. **Due midnight Saturday, October 25, 2025. Submit this online on Canvas. This is worth 15% of your final grade.**
4. **Critique of *one* of the positions in the required reading book, *Understanding Four Views on Baptism.*** In this at least 1000-word submission, choose one of the views examined in the book and (1) present the view, (2) do a critique of (i.e., evaluate) the view, and (3) discuss how the Book of Acts gives input into the evaluation of this view. This paper should be at least 1000 words and posted online as the Discussion Forum *Initial Post* for Module 5. **Due midnight Wednesday,** **November 12, 2025. This is worth 10% of your final grade.**
5. **Critique of Brunner’s book *A Theology of the Holy Spirit.*** In this at least 1000 word submission, (1) give a brief overview of the contents of the book, (2) do a critique of the book pointing out what you feel are the positives and negatives in the book including what conclusions Brunner makes about which you agree or disagree, and (3) note how the Book of Acts contributes to this topic. This paper should be at least 1000 words and posted online as the Discussion Forum *Initial Post* for Module 6. **Due midnight Wednesday, November 26, 2025. This is worth 10% of your final grade.**
6. **Write an Acts Exposition Paper:** Write *at least a* 10-page exposition/exegesis paper on a passage of your choice in the Book of Acts of approximately 10 to 15 verses long (e.g., Acts 17:16-32).

**--Choose a Scripture passage in the Book of Acts by the end of the second module of class**

**and submit this on Canvas in the appropriate dropbox by the end of the *second* Module of the course.**

**--Also submit on Canvas an initial bibliography for this paper containing at least 6**

**Scholarly commentaries and 4 scholarly journal articles in Turabian format, which you will consult for writing this paper. Submit this by the end of the *fourth* Module of class.**

**--Completed exposition/exegesis paper is Due midnight Saturday, December 13, 2025.**

**Submit this on Canvas in the appropriate dropbox. This is worth 20% of your final grade.**

Follow the following guidelines in writing the paper:

1. **Study the passage**

(1) Read the passage carefully in 4 different English (or other language) versions.

(2) Look at the context. What is going on before and after the passage?

(3) Look at the structure of the passage. What are its stages of argument?

(4) Look at words and phrases. Are there any that are hard to understand? Take note of

these words and phrases.

(5) Determine if the different translations suggest any places where there might

be difficulty with the meaning of the passage.

(6) Use a concordance to look up any interesting or difficult words. How are

those words used in other places in Luke-Acts, the New Testament, in the

OT, and the contemporary world of the day? Does this give any insight into the meaning of your passage?

**b. Learn from outside sources:**

(1) Read at least 6 Bible commentaries and 4 scholarly journals on your selected passage

, gathering scholarly insight into your passage. Note these in your bibliography.

(2) Do word studies on about 10 individual *words* which seem to you most important to

the passage, looking at lexicons, Bible dictionaries, Bible Encyclopedias, and other resources to understand the semantic parameters of these words and what the specific nuance of meaning most probably best suits your passage. Defend your position on this in your paper. Feel free to use online resources for these word studies, such as [www.blueletterbible.com](http://www.blueletterbible.com) or Logos Bible Software.

3. Use a Bible Dictionary or Bible Encyclopedia to look up and study out any interesting

or difficult *concepts* or *themes* found in your passage.

**c. Use the Stott commentary as your model** to write an exposition/exegesis paper on the meaning of the passage you have chosen and how it fits into the overall structure and theme(s) of the Book of Acts. This paper should also provide important historical and background information to enhance the understanding of the passage's meaning for first-century readers and its relevance to contemporary interpretations. **Document with footnotes** all material you quote from the sources you consulted, as well as any Scripture or scholarly studies that support the points you make in your paper.

**d. Write:**

(1) Write the paperaccording to *Turabian* style and format (for this reference, see above

under “Course Textbooks”), paying attention to spelling, grammar, and style.

(2) Include an **introduction** of a paragraph or so in which you situate the passage in its

context in the book of Acts and deal with any necessary preliminary matters. *In that paragraph, state the thesis of your paper.* The thesis lays out the main meaning of the passage and the conclusions you have formulated, and will be fleshed out in the body of the paper.

(3) The **body** of the paper should contain a verse-by-verse explanation of what *you* con-

clude the passage means. Include comments on specific words and phrases, but

don't get lost in the forest by spending all your time on thetrees. Ensure that you help the reader see how the text is progressing,commenting on the transitions between verses and other relevant elements. As youcomment on the text, be sure to indicate *and cite* other views of significant pointsthat you have uncovered in your study and explain why you have chosen the view you have and rejected others.

(4) Include a c**onclusion** to the paper that briefly summarizes what you think the key idea of the passage is and spell out its significance for 1) your thinking about the issue or about the faith in general; 2) what **action** you *personally* may need to take as a result of your study and 3) any other **applications** to your church or society that you see.

(5) Include a **Bibliography** of all the sources you consulted (not just the ones cited in the

paper) at the end of the paper.

**USDE REQUIREMENTS**

The United States Department of Education (USDE) requires a minimum of 135 hours of work for *any* 3-credit course, regardless of its duration. It does not have to be the *same work* as a traditional 15-week course, but it must be equivalent in *terms* of workload. To meet this USDE requirement, ***all MTS instructors must list in their syllabi the amount of time that each assignment should take. The total hours for all work in a 3-semester-hour class must equal at least 135 hours, including any in-class time.***  Use the following formula for reading and writing workloads: an average adult student takes 1 hour to read and absorb 20 pages of graduate-level text and 1.5 hours to research, write, and rewrite 1 page of graduate-level text. Our reading and writing guidelines require about 1,000 pages of reading per course and up to 50 pages of writing per course (including any online posts). Using the formula above, for example, reading 1,000 pages should take about 50 hours, and writing 50 pages should take about 75 hours. That is a total of 125 hours, excluding any in-class time for onsite or offsite courses.

Use the following formula for determining total student work hours:

# of hours in class (including online, in person, and video )+ (X pages /20) hours of reading + (Y pages of writing and research x 1.5) hours of writing >= 135 hours. Note that the total number of hours in a course may be more than 135, but it cannot be less.

1 hour in the classroom = 1 hour of course work

20 pages of reading = 1 hour of course work

1 page (300 words) of research and writing = 1.5 hours of course work

1 hour of field research = 1 hour of course work

1 page of online posting (200+ words) = 1 hour of course work.

**COURSE EXAMS/QUIZZES**

There are no exams or quizzes for this course. Your welcome.

**COURSE GRADING**

Below is the MTS grading scale for this class:

A Excellent 94–100 4.00

A- 90–93 3.67

B+ 87–89 3.33

B Good 83-86 3.00

B- 80-82 2.67

C+ 77-79 2.33

C Average 73-76 2.00

C- 70-72 1.67

D+ 67-69 1.33

D Passing 63-66 1.00

D- 60-62 0.67

F\* Failing 0–59 0.00

**COURSE GRADING RUBRICS**

**A. Discussion Forum Grading Rubrics**

**Requirements:**

**1. *Each* of your Initial Post needs to be at least 1000 words answering the Discussion**

**Forum questions according to the following Rubric for a total of 2 points:**

a. *initial* posting made on time = 0.8 points  
b. followed directions for *content* of posting (i.e., answered all parts of the questions) =

0.8 points

c. posting and responses are *professional* (grammar, spelling, and courtesy count) =

0.4 points

**2. Respond to *each* Discussion Forum with at least a total of**

**500 words in aggregate for your responses *and* complete the “Two + level of interaction as noted below for a total of 2 points.**

a. *interacted* with fellow students indicated at specified level of interaction (see below)

= 0.8 points  
b. posting and responses are *professional* (grammar, spelling, and courtesy count)

= 0.4 points  
b. entire assignment completed on time = 0.8 points

**3. Your posting needs to follow the following “Two + level of interaction”.**

Use grammatical English; write professionally.   
  
Respond to at least two other student posts, and at the number of levels of interaction specified, i.e. at a "Two+ levels of interaction." This means that you post, he/she responds, you respond again, he/she weighs in again. The required number of interactions is to be *completed* by the due date (and at the hour indicated on the Module Instructions). This will nearly always mean that you need to post a day or two *before* the deadline, in order to allow others time to respond. It is fine to continue your discussion beyond the due date, but this will not be considered in your grade.

**Two+ levels of interaction clarification**

My expectations are that you all post your own initial posts by Wednesday midnight. Then you all respond to two of those ***initial other student*** posts. Then those who initially posted respond again and then you post another reply by Saturday midnight that same week.

So **on your initial post**, if someone posts a reply to your post then you are expected to reply to their reply. Then they are to reply to you again.

On the **replies that you make to other students on their initial posts,** you need to read their initial post, then post a reply, then wait on their reply and then post another reply to that latter reply. You should be doing replies this way for at least two other student initial posts.

So you should be doing a 2+ interaction on ***at least 3 threads:***

**One** on your own initial Wednesday posts (If no one replies to your initial post, obviously you cannot do this one) and **Two** on two other student's initial posts.

So this will mean you need to check Canvas throughout Thursday, Friday, and Saturday and especially the last few hours of Saturday night to finish the threads.

**B. Acts Sermon or Lesson Series Grading Rubric:**

Minimum Pages 25 points

Minimum Sermons 25 points

Cogency and Flow of Sermon or Lesson Outlines 25 points

Practical ApplicationofSermon or Lesson Outlines 15 points

Submission on time 10 points

**C. *Understanding Four Views of Baptism* and *A Theology of the Holy Spirit* Critique**

**Papers Rubric:**

Minimum Words 20 points

Accuracy of Representation of View Critiqued 30 points

Cogency of Critique 30 points

Grammar and Spelling 10 points

Submission on Time 10 points

**D. Exegesis/Exposition Paper Grading Rubric:**

Minimum pages 20% of Exegesis Paper Grade 100pts Cogency of Exegesis 20% of Exegesis Paper Grade 100pts

(Includes Historical Context, Literary Context

Canonical Context, and Theological Context)

Cogency of Contemporary Application 20% of Exegesis Paper Grade 100pts Citations and usage of Scholarly Sources 20% of Exegesis Paper Grade 100pts Grammar and Neatness 10% of Exegesis Paper Grade 50pts Bibliography 10% of Exegesis Paper Grade 50pts

**Details of the Cogency of Exegesis Section of the above Exegesis Paper Rubric are noted below:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Through successful completion of this paper, the student will demonstrate the ability to interpret a biblical text attending to its historical, literary, canonical, and theological contexts. | | | | |
|  | Exemplary | Proficient | Adequate | Unacceptable |
| **Historical Context**  Identify and engage interpretive implications of relevant matters having to do with setting in history for text and events described in text | **23-25 pts** | **20-22 pts** | **18-19 pts** | **0-17 pts** |
| **Literary Context**  Explores matters of genre and literary type as relevant to study of the assigned passage.  Relates events and literary features of the passage within narrative and/or literary context of author’s book(s) and the Testament in which the book is located. | **23-25 pts** | **20-22 pts** | **18-19 pts** | **0-17 pts** |
| **Canonical Context**  Explores how one or more themes from the assigned passage are developed in Old and New Testaments, how the passage informs other biblical texts and how other biblical texts inform the passage being interpreted. | **23-25 pts** | **20-22 pts** | **18-19 pts** | **0-17 pts** |
| **Theological Context**  Recognizes authority of the assigned passage as Christian Scripture. Explores how the assigned passage informs Christian theology and how Christian theology informs interpretation of the assigned passage.  Identifies a point of application for the findings of the paper within the context of a Christian worldview. | **23-25 pts** | **20-22 pts** | **18-19 pts** | **0-17 pts** |

**E. Course Grading Determination**

Text book reading 10%

Viewing Video Lectures 15%

Short-Answer Discussion and Response Assignments 20%

Acts Lesson/Sermon Series Outline 15%

*Four Views of Baptism* Critique Paper 10%

*A Theology of the Holy Spirit* Critique Paper 10%

Acts Exposition Paper 20%

**COURSE SCHEDULE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary Course Schedule for NT659**  **The Book of Acts** | | | | | |
| **Module/Week** | **Session Topic** | **Reading**  **Viewing** | **Module**  **Workload** | **Written**  **Assignments** | **Points**  (due: midnight) |
| **1** | Acts 1:1-6:7 | 163 pages  10 videos  2 discussion  Class notes | 8 hours reading  4 hours viewing  2 hours Sermon/Lesson  Series Work  9 hours writing  **23 hours’ work** | Discussion post (1000 words)  Discussion Response post to ***two*** discussion submissions (500 words total) | 10 points (Wed. 2/10/16)  10 points (Sat. 2/13/16) |
| **2** | Acts 6:8-12:24 | 163 pages  6 videos  2 discussion  Class notes | 8 hours reading  2 hours Sermon/Lesson  Series Work  4.3 hours viewing  9 hours writing  **23.3 hours’ work** | Discussion post (1000 words)  Discussion Response post to ***two*** discussion submissions (500 words total) | 10 points (Wed. 2/24/16)  10 points (Sat. 2/27/16) |
| **3** | Acts 12:25-21:17 | 192 pages  6 videos  2 discussion  (Class notes) | 10 hours reading  2 hours Sermon/Lesson  Series Work  4.3 hours viewing  9 hours writing  **25.3 hours’ work** | Discussion post (1000 words)  Discussion Response post to ***two*** discussion submissions (500 words total) | 10 points (Wed. 3/9/16)  10 points (Sat. 3/12/16) |
| **4** | Acts 21:18-28:31 | 70 pages  2 discussion  (Class notes)  6 videos | 4 hours reading  2 hours Sermon/Lesson  Series Work  4.3 hours viewing  9 hours writing  **19.3 hours’ work** | Discussion post (1000 words)  Discussion Response post to ***two*** discussion submissions (500 words total)  **7 page Acts Sermon-Lesson Series due** | 10 points (Wed. 3/30/16)    10 points (Sat. 4/2/16)  **15% of final grade (Sat. 4/2/16)** |
| **5** | Acts and the NT Theology of Salvation | 293 pages  6 videos  1 discussion  Class notes | 15 hours reading  4.3 hours viewing  7 hours writing  **25.3 hours’ work** | **Post 1000 word baptism critique from *Four Views of Baptism***. Post on Discussion Forum for this Module.  Post 250 word Discussion Response to ***one*** of the student critiques of *Four Views of Baptism* | **10% of final grade (Wed. 4/13/16)**  10 points (Sat. 4/16/16) |
| **6** | Acts and the Holy Spirit | 304 pages  5 videos  1 discussion | 15 hours reading  4.3 hours viewing  7 hours writing  **21.3 hours’ work** | **Post 1000 word critique of *A Theology of the Holy Spirit***  Post on Discussion Forum for this Module.  Post 250 word Discussion Response to ***one*** of the student critiques of *A Theology of the Holy Spirit* | **10% of final grade (Wed. 4/27/16)**  10 Points (Sat. 4/30/16) |
| **7** | Acts and Ecclesiology | 73 pages  6 videos | 3 hours reading  4.3 hours viewing  15 hours writing (Exp. Paper)  **22.3 hours’ work**  **Total Course Hours = 159.8** | **Submit 10 page Exposition paper**  **Text Book and Other Assigned Reading Log (Including Class Notes) due**  **Viewing of Video Lectures Log due** | **20% of final grade (Sat. 5/21/16)**  **10% of final grade (Sat. 5/21/2016)**  **15% of final grade (Sat. 5/21/2016)**  No Wednesday submission. |

**EXTRA SUGGESTED READINGS ON ACTS**

Allen, Roland, *Missionary Methods: St. Paul’s or Ours?* Grand Rapids: Eerdmans, 1969.

\_\_\_\_\_\_\_\_\_*The Spontaneous Expansion of the Church.* Grand Rapids: Eerdmans, 1971.

Bruce, F. F. *Commentary on Acts*. Grand Rapids: Eerdmans, 1984.

Bruce. F. F. *Peter, Stephen, James and John: Studies in Non-Pauline Christianity*. Grand Rapids:

Eerdmans.

Carson, D. A. *Showing the Spirit: A Theological Exposition of I Corinthians 12-14.* Grand

Rapids: Baker, 1987.

Engle, Paul E. and Armstrong, John H., Eds. *Understanding Four Views of the Lord’s Supper*. Grand

Rapids: Zondervan, 2007.

Ferguson, Everett. *Baptism in the Early Church: History, Theology, and Liturgy in the First Five*

*Centuries*. Grand Rapids: Eerdmans, 2009.

Fleming, Andrew C. *In Remembrance of Me: Enriching our Understanding of the Lord’s Supper*.

Billerica, MA: DPI Publications, International, 2002.

Gaertner, Lynn. *Acts: College Press NIV Commentary*, Joplin, MO, College Press.

Green, Michael, *Evangelism in the Early Church*. Grand Rapids: Eerdmans.

\_\_\_\_\_\_\_\_\_. *Thirty Years that Changed the World: The Book of Acts for Today*. Grand Rapids, Eerdmans,

2002.

Jacoby, Douglas, *The Spirit.* Woburn, MA: 1998.

Keener, Craig S., *Acts: An Exegetical Commentary*, 4 Vols. Grand Rapids: Baker Academic, 2012-2015.

Larkin, William, *Acts: The IVP New Testament Commentary*, IVP.

Longenecker, Richard. *Acts: The Expositors’ Bible Commentary.* Grand Rapids: Zondervan, 1995.

Marshall, I. Howard. *The Acts of the Apostles*. Grand Rapids: Eerdmans, 1980.

McGarvey, J. W. *New Commentary on Acts of the Apostles* (Cincinnati: Standard Publishing), 1892.

Okholm, Dennis L. and Phillips, Timothy R., Eds. *Four Views on Salvation in a Pluralistic World*. Grand

Rapids: Zondervan, 1996.

Pao, David. *Acts and the Isaianic New Exodus*, Grand Rapids: Baker Academic, 2000.

Reese, Garreth, *Acts: New Testament History*. Joplin, MO: College Press, 1971.

Shelley, Rubel. *Falling in Love with Jesus People.* Joplin, MO:College Press, 1998.

Witherington, Ben. *New Testament History; A Narrative Account.* Grand Rapids:Baker*.*

**POLICIES**

### **ATTENDANCE POLICY**

Students are expected to attend every class session. In the event that a student misses

one class session, he/she must work with the instructor to determine what is needed to make

up what was missed. If the student does not make up the work in a satisfactory manner, the

student’s final grade will be lowered one letter grade at the end of the course. If the student

misses two class sessions, the student’s final grade will be lowered one letter grade, provided

that he/she make up work for both class sessions. If that makeup work is not completed, then

the final grade will be lowered by two letter grades. If the student misses three class sessions,

he/she will be given an F for his/her final grade and not be allowed to finish the course.

At times, students have legitimate extenuating circumstances for their absences from

class. If this occurs and the student is doing well in class up to that point, the student can

Contact the professor of the class and the Dean of the appropriate MTS School, and ask for a 30-day extension beyond the end of the class to complete the work. This request, however, must be made at least 2 weeks before the final class session. If a 30-day extension is approved beyond the end of the class and the student fails to complete all the class requirements by the end of those 30 days, the student will be assigned an F for their final grade in that class. Appeals can be made to the appropriate MTS Dean.

**LATE WORK POLICY**

All work is due when listed in the course syllabus, unless otherwise specified by the instructor. Grading of any late work on assignments during the semester will be at the instructor's discretion. (Note that instructors are not required to accept late assignments but may choose to do so and grade them at their discretion). No work may be accepted later than one week after the course ends, as ***final grades for all classes are due two weeks after the last session***. The only exception to this policy is for students who request and are granted an official course extension as described above. All such extensions are granted only for extreme circumstances (such as extended illness or death in the family), and the extension cannot exceed 30 days from the last day of class. Only the appropriate MTS Dean may approve such requests, which must be made in writing at least two weeks before the final session. Otherwise, the grade earned at the end of the class will be the final grade.

**ACADEMIC AND PERSONAL DISCIPLESHIP INTEGRITY POLICY**

It is the policy of MTS that its students and faculty exhibit a high standard of honesty

and integrity and a commitment to the Lordship of Jesus Christ. Students are expected to be

committed to a living standard depicted in the Bible, both academically and relationally, both

inside and outside of school. Incidents of lack of integrity, including such things as plagiarism,

cheating, treating others with a lack of respect, will be taken seriously and offenders held

accountable up to and including probation, suspension, and/or removal from their academic

program and MTS. All infractions should be reported to the appropriate Dean of MTS.

**INSTRUCTOR/STUDENT COVENANT**

As instructor of this course, I covenant with each student that I will model Christ-like behavior, value and respect each student as a fellow disciple/learner, be prepared for each class session, make appropriate assignments, grade all assignments fairly, return all graded assignments promptly, and be available for consultation outside of class. In return, I expect each student to model Christ-like behavior, value and respect fellow students and me as the instructor, be prepared for each class session, and complete assignments in ways that demonstrate your integrity.

**ONLINE ETIQUETTE**

Most of the online or hybrid courses in the graduate programs require students to interact with each other and with the instructor on a regular basis (per syllabus instructions). Most of that interaction is done through online comments posted on Canvas. Due to the constraints and unique nature of online communication, students should be aware of the tone or insinuations of any comments they post. Comments can often be misinterpreted when nonverbal cues, such as facial expressions and voice intonation, are not present. Excessive punctuation, such as repeated exclamation points, could be construed as overly emotional or angry. Students need to consider how remarks might be interpreted by someone who does not know them personally and can only take their words at face value. Students should compose their comments per the instructions under the syllabus assignments, paying careful attention to proper grammar and spelling.

**LIBRARY RESOURCES AND SERVICES**

While MTS does not have an official library onsite, there are many theological libraries which are available in the area for students to use with permission. These include:

The Denver Seminary Library

6399 South Santa Fe Drive

Littleton, Colorado 80120

Colorado Christian University

8787 W. Alameda Ave.

Lakewood, CO 80226

Iliff School of Theology

2323 E. Iliff Ave.

Denver, CO 80021

There are also several State University libraries in the area which can be visited for research including the University of Colorado in Boulder, Regis University, University of Colorado in Colorado Springs, Colorado College in Colorado Springs, Naropa University in Boulder. The best search engine for biblical article research is EBSCO ATLA Religion with Serials data base which can be found at all of the above libraries.

Please also visit any theological or university library in your area to see if they have access to ATLAs Religion data base. In Colorado, you may also check with local libraries for the availability of EBSCO *Academic Search Premier* data base. It searches many well respected academic religious journals also. MTS students can also access *Academic Search Premier* through our MTS website at [www.mtsem.org](http://www.mtsem.org).