


**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**  
Springfield, Missouri

**BIB 532 Hermeneutics**  
**Spring, 2018 - Online**  
**March 5 – April 27**  
**(3 credit hours)**

**COURSE SYLLABUS**

<b><u>Instructor:</u></b>	James D. Hernando, Ph. D.	
<b><u>Office:</u></b>	AGTS Faculty Suite, Office no. 217	
<b><u>Phones:</u></b>	Office: 417-268-1074 Cell: 417-848-0625	
<b><u>E-mail:</u></b>	<a href="mailto:hernandoj@evangel.edu">hernandoj@evangel.edu</a>	
<b><u>Office Hours:</u></b>	M – F, schedule appointment with the Faculty Secretary (see Communications section of Syllabus)	

**COURSE DESCRIPTION**

A study of the principles, methods and skills needed for proper biblical interpretation. The interpretation of Scripture is examined in view of its historical, social and literary environments with the goal of understanding the author's intended meaning and applying that meaning to contemporary needs. The student will survey the history of hermeneutics and learn principles and methods that apply to both general and special hermeneutics.

**EVANGEL UNIVERSITY MISSION STATEMENT**

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the church and society globally.

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION STATEMENT**

The mission of the Assemblies of God Theological Seminary is to equip servant leaders with knowledge, skill, and passion to revitalize the Church and evangelize the world in the power of the Holy Spirit.

**COURSE OBJECTIVES – LEARNING OUTCOMES**

At the successful completion of this course, the student should be able to demonstrate mastery of the course material, specifically, by being able to do the following:

Course Objectives/Learning Outcome	CLO/PLO/FWE <sup>1</sup>	Program
1. Discuss his/her understanding of the nature and work of hermeneutics as it relates to task of exegesis and expository preaching.	PLO: 2, FWE: Outcomes 1, 2, 6	MATS, MDIV
2. Identify and discuss the significant developments throughout the history of biblical interpretation, describing their characteristic strengths and weaknesses.	PLO:4, 5	MATS, MDIV
3. List and define the principles that are: 1) appropriate for interpreting texts in general (general hermeneutics) 2) appropriate for interpreting specific literary genres (special hermeneutics) within the Bible	PLO:2, 3 FWE: Outcomes 1, 2, 6	MATS, MDIV
4. Identify and define the specialized terminology connected with the science of biblical interpretation.	PLO:5, 7	MATS, MDIV
5. Apply the principles of interpretation to the exegesis and exposition of a biblical text.	PLO:2, 7,	MATS, MDIV
6. Identify the use or violation of sound hermeneutical principles in an example of biblical exposition.	PLO: 3, 7 FEW Outcomes: 1, 2, 6	MATS, MDIV
7. Identify major critical issues in contemporary hermeneutics and isolate the hermeneutical presuppositions at work among the divergent views.	PLO: 3, 5, 7	MATS, MDIV

### **TEXTBOOKS**

For information on textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

#### ***Required:***

Blomberg, C., William W. Klein, and Robert L. Hubbard. *Introduction to Biblical Interpretation*. Waco, TX: Word Publishing, 2005. **(KBH)** ISBN 9780785252252

Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting and Applying the Bible*. Grand Rapids, MI: Zondervan Publishing Co., 2012. **(DH)** ISBN 9780310492573.

Duvall, J. Scott and J. Daniel Hays. Workbook, 2<sup>nd</sup> edition to *Grasping God's Word: A Hands On Approach to Reading, Interpreting and Applying the Bible*. Grand Rapids, MI: Zondervan Publishing Co., 2012. **(DHWB)** ISBN 9780310492597.

Hernando, James D. *Dictionary of Hermeneutics: A Concise Guide to Terms, Names, Methods and Expressions*. Revised ed.<sup>2</sup> Springfield, MO: Gospel Publishing House, 2013. **(H)** ISBN 9780882430867

#### ***Recommended:***

<sup>1</sup> CLO = Course learning objective; PLO = Program learning objective; FEW = Faith, work and economic goals. The FEW outcomes are listed in the Course Policy Addendum.

<sup>2</sup> For native Spanish speakers, for whom English is a second language, see *Diccionario de Hermeneutica: Una guía concisa de terminos, nombres, métodos, y expresiones*. Springfield, MO: Gospel Publishing House, 2011.

Kaiser, Walter C. and Moises Silva. *An Introduction to Biblical Hermeneutics*. Grand Rapids: Zondervan, 1994. ISBN 9780310279518

Stein, Robert. *A Basic Guide to Interpreting the Bible: Playing By the Rules*. Grand Rapids: Baker Book House, 1996. ISBN 0801021014

McQuilkin, J. Robertson. *Understanding and Applying the Bible*. Chicago: Moody Press, 1994, rev. ed. ISBN 0802490913

**BASIC OUTLINE** (Please note that online classes do not break for the Spring Study Week)

Module	Dates	Lesson	Activity	Due	Points
Module 1	March 5-7	Course Intro: The Need and Goal of Hermeneutics	DH Homework #1 Reading Assgmt	Wed. March 7 11:59PM	30 10
Module 2	March 8-10	Defining the Task of Hermeneutics	DH Homework #2 Reading Assgmt	Sat. March 10 11:59PM	30 10
AGTS Study	Spring Week*	Presuppositions and	DH Homework #3 Presupp. Assgmt	Wed., Mar. 14	30 15
Module 3	Mar. 11-14	Hermeneutics	Reading Assgmt	11:59PM	10
AGTS Study	Spring Week*	Dealing with Contexts: cultural and	DH Homework #4 Reading Assgmt	Sat., Mar. 17 11:59PM	30 10
Module 4	Mar. 15-17	historical			
Module 5	Mar. 18-21	Dealing with the Language of the Text	Interp. Essay #1 Reading Assgmt	Wed., Mar. 21 11:59 PM	50 10
Module 6	Mar. 22-24	Dealing with the Canon and Translations	D-H Homework #5, and #6 Reading Assgmt	Sat., Mar. 24 11:59 PM	60 10
Module 7	Mar. 25-28	Questions of Meaning and Application	D-H Homework #7, and #8 Reading Assgmt	Wed., Mar. 28 11:59 PM	60 10
Module 8	Mar 29-31	History of Hermeneutics	Reflection Questions Reading Assgmt	Sat., Mar. 31 11:59 PM	150 10
Module 9	April 1 - 4	Understanding Bible Genre	Interp.Essay #2 Reading Assgmt	Wed., April 4 11:59 PM	50 10
Module 10	April 5 - 7	Prose and Epistles	DH Homework #9 Reading Assgmt	Sat., April 7, 11:59PM	30 10
Module 11	April 8 -11	Syntactical Analysis – A Bible-study Tool for Life	Interp. Essay #3 Reading Assgmt	Wed., April 11 11:59	50 10

Module 12	April 12-14	Historical Narrative OT and NT - Gospels	D-H #10 Reading Assgmt	Sat., Apr 14, 11:59PM	30 10
Module 13	Apr 15-18	Prophecy, Typology and Apocalypse	Preparation for Final Exam Reading Assgmt	Wed., Apr 18 11:59PM	10
Module 14	Apr 19-21	OT Law; Poetry and Wisdom Literature	Preparation for Final Exam Reading Assgmt	Sat., April 21, 11:59PM	10
Finals Module 15	April 22-26	Open Book Final Exam	On EU commons	Thursday, April 26 11:59PM	300

**COURSE OUTLINE: (Enhanced Version)** (Please note that online classes do not break for the Spring Study Week)

**Module 1 — March 5 – 7: Course Introduction: Need, Goal and Purpose of Hermeneutics**

**Assignments:**

- **View Audio Enhanced power point by James D. Hernando**
- **Course Readings**
- Do the assigned readings listed in the Canvas Course Content folder.
- Read articles in the *Dictionary of Hermeneutics* (hereafter *DOH*) for any unfamiliar terms. Do this for every module.
- **Written**
- Do Assignment #1 in Duvall and Hays: Listed as Assignments 2-1; 2-2; 2-3
- Complete the Reading Verification submission
- Complete the Syllabus Verification submission
- Post to the Discussion Board

**Module 2 — March 8 - 10: Defining the Task of Hermeneutics**

**Assignments:**

- **View Audio Enhanced power point by James D. Hernando**
- **Course Readings**
- Do the assigned readings listed in the Canvas Course Content folder.

- Read articles in the *Dictionary of Hermeneutics* (hereafter *DOH*) for any unfamiliar terms. Do this for every module.
- **Written**
- Do Assignment #2 in Duvall and Hays
  - Complete the Reading Verification submission

**Module 3 — March 11-14: Presuppositions and Hermeneutics**

**Assignments:**

- **View Audio Enhanced power point by James D. Hernando**
- **Course Readings**
- Do the assigned readings listed in the Canvas Course Content folder.
- Read articles in the *DOH* for any unfamiliar terms.
- **Written**
- Do Assignment #3 in Duvall and Hays
  - Complete the Reading Verification submission

**Module 4 — March 15 - 17: Dealing with Contexts; Cultural-Historical**

**Assignments:**

- **View Audio Enhanced power point by James D. Hernando**
- **Course Readings**
- Do the assigned readings listed in the Canvas Course Content folder.
- Read articles in the *DOH* for any unfamiliar terms.
- **Written**
- Do Assignment #4 in Duvall and Hays
  - Complete the Reading Verification submission

**Module 5 — March 18-21: Dealing With the Language of the Text**

**Assignments:**

- **View Audio Enhanced power point by James D. Hernando**
- **Course Readings**
- Do the assigned readings listed in the Canvas Course Content folder.
- Read articles in the *DOH* for any unfamiliar terms.
- **Written** Complete Interpretive Essay #1
  - Complete the Reading Verification submission

## **Module 6 – March 22-24: Dealing with the Canon and Translations**

### **Assignments:**

- **View Audio Enhanced power point by James D. Hernando**
- **Course Readings**
  - Do the assigned readings listed in the Canvas Course Content folder.
  - Read articles in the *DOH* for any unfamiliar terms.
- **Written**
  - Do Assignment #5 in Duvall and Hays
  - Do Assignment #6 in Duvall and Hays
  - Complete the Reading Verification submission

## **Module 7 — March 25-28: Questions of Meaning and Application**

### **Assignments:**

- **View Audio Enhanced power point by James D. Hernando**
- **Course Readings**
  - Do the assigned readings listed in the Canvas Course Content folder.
  - Read articles in the *DOH* for any unfamiliar terms.
- **Written**
  - Do Assignment #7 in Duvall and Hays
  - Do Assignment #8 in Duvall and Hays
    - Complete the Reading Verification submission

## **Module 8 — March 29-31: History of Hermeneutics**

### **Assignments:**

- **Text Readings on History of Hermeneutics**
- **Review Power points 3-8**
- **Written**
  - Compose paragraph essays for each reflection question at the end of each power point presentation.
  - Complete the Reading Verification submission

## **Module 9 – April 1-4: Understanding Biblical Genre**

### **Assignment:**

- **Watch the audio enhanced power point on Genre and Hermeneutics biblical genres**
- **Readings: (both texts)**

- Do the assigned reading listed in the Canvas Course Content folder.
- **Written:**
- Complete Interpretive Essay #2 – See instruction in the Course Commons module.
- Complete the Reading Verification Submission

### **Module 10 – April 5-7: Prose and Epistles**

#### **Assignments:**

- **View Audio Enhanced power point by James D. Hernando**
- **Course Readings**
- Do the assigned readings listed in the Canvas Course Content folder.
- Read articles in the *DOH* for any unfamiliar terms.
- **Written**
- Do Assignment #9 in Duvall and Hays
- Complete the Reading Verification submission

### **Module 11 — 8-11: Syntactical Analysis: Tool for Life-long Bible Study**

#### **Assignments:**

- **View Audio Enhanced power point by James D. Hernando**
- **Course Readings**
- Do the assigned readings listed in the Canvas Course Content folder.
- Read articles in the *DOH* for any unfamiliar terms.
- **Written**
- Complete Interpretive Essay #3

### **Module 12 — April 12-14: Historical Narrative: Gospels, Acts and the OT**

#### **Assignments:**

- **View Audio Enhanced power point by James D. Hernando**
- **Course Readings**
- Do the assigned readings listed in the Canvas Course Content folder.
- Read articles in the *DOH* for any unfamiliar terms.

- **Written**
- Do Assignment #10 in Duvall and Hays
  - Complete the Reading Verification submission

**Module 13 — Apr 15-18:** Typology, Prophecy and Apocalyptic Literature

**Assignments:**

- **View Audio Enhanced power point by James D. Hernando**
- **Course Readings**
- Do the assigned readings listed in the Canvas Course Content folder.
- Read articles in the *DOH* for any unfamiliar terms.
  - **Written**
  - Complete the Reading Verification submission

**Module 14 Apr 19-21** OT Law, Poetry and Wisdom Literature

**Assignments:**

- **View Audio Enhanced power point by James D. Hernando**
- **Course Readings**
- Do the assigned readings listed in the Canvas Course Content folder.
- Read articles in the *DOH* for any unfamiliar terms.
  - **Written**
  - Complete the Reading Verification submission

**Final Exam Module Apr 22-26**

**Assignments:**

- **Review notes for the final exam.**
- **Complete final exam online by Thursday, Apr.26, 11:59 pm**

**COURSE METHODOLOGY**

The professor will utilize audio power point lectures, readings, quizzes, discussion forums, writing assignments, and assessment instruments to achieve the course objectives.

**BASIC COURSE REQUIREMENTS**

The following are policies and requirements for the course in general. Specific content and assignment directions will be given later in the syllabus.

- All assignments are due on the date and time specified in this syllabus, on the Course Commons Course Calendar, and in the various modular folders.



- All students are expected to communicate with the teacher any concerns, technical difficulties, and/or questions they may have via the General Q&A Discussion Forum, emails, phone calls, or face-to-face appointment.
- Students are expected to follow the structure and layout of the online course.
- Students are expected to have (and use):
  - Daily computer access
  - Daily internet access
  - Evangel (AGTS) Email
- All assignments need be submitted in .docx or .doc format (MS Word 07/10/13).
- Microsoft Office 2013 is available on all Evangel campus computers and as a free download for all Evangel/AGTS students. Please contact the Evangel IT Helpdesk for more information.
  - Google Docs will convert/save documents to the .doc or .docx format, but requires a Google username and password: [Google Docs Sign-in](#) -
  - All students will submit homework as directed:
    - Via Course Commons assignment
    - Submission through Course Commons quizzes
- Post via Course Commons discussion -
  - Suggested web browsers:
    - Mozilla Firefox: <https://www.mozilla.org/en-US/firefox/new/>
    - Google Chrome: <https://www.google.com/chrome/browser/>

### **SPECIFIC COURSE REQUIREMENTS**

1. View all of the course audio Power Point and video segments.
2. Read the assigned texts and complete the quizzes on the date specified in the course outline.
3. Complete all discussion forum assignments by the dates noted in the course outline.
4. Complete all written projects and deposit in the drop box via the Canvas system
5. Take and submit a 300 point open book final and deposit through the canvas system.

### **GRADING PROCEDURE**

Students should retain a copy of all work submitted, until they have received a grade for this work.

Students are expected to complete all course work in a timely fashion as specified in this syllabus. A grade of IP (In Process) will be issued if the course ends after the AGTS semester ends. A grade of I (Incomplete) may be granted at the discretion of the professor for

extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://agts.edu/current-students/administrative-forms/>. The approved Incomplete request will extend the due date for up to ninety days and may include a grade reduction. Students may not register for courses in a new term if carrying more than two IP or I grades.

Grades will be based on the number of points accumulated by completing assignments and quizzes. Points accumulated will be divided by the total points available in the class. The grading will be based on the following:

**AGTS grading scale**

<b>Total Points Possible/Percentage of Grade:</b>			
<b>Category</b>	<b>Points</b>	<b>Percentage</b>	
Reading	150	16	
Discussion Forums	40	4	
Written Assignments	450	48	
Take-home final exam	300	32	
<b>Total</b>	<b>940</b>	<b>100</b>	
<b>Percent</b>	<b>Grade</b>	<b>Percent</b>	<b>Grade</b>
100-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63-60%	D-
79-77%	C+	Below 60%	F

### **FINAL COURSE GRADE AND INCOMPLETES**

At the end of the course, students will receive the final grade recorded in the Course Common gradebook. An incomplete grade may be granted with prior notification of unfinished work to the course instructor. However, a final grade must be submitted by the course instructor at the end of the month following the last month of the course semester. If the work is still incomplete, the final grade will be based upon the amount of work submitted to date.

### **SELECTED BIBLIOGRAPHY**

- Baker, D. L. *Two Testaments, One Bible*. Downers Grove, IL: InterVarsity Press, 1976.
- Berkhof, L. *Principles of Biblical Interpretation*. Grand Rapids: Baker Book House, 1950.
- Blomberg, C., Klein, W. and Hubbard, R. *Introduction to Biblical Interpretation*. Waco, TX: Word Publishing, 1993.
- Bray, Gerald. *Biblical Interpretation: Past and Present*. Downer's Grove, IL: InterVarsity Press, 1996.
- Bullinger, E. W. *Figures of Speech Used in the Bible Explained and Illustrated*. 1898; reprint ed., Grand Rapids: Baker Book House, 1968.

- Caird, G. B. *The Language and Imagery of the Bible*. Philadelphia: Westminster Press, 1980.
- Carson, D.A. *Exegetical Fallacies*. Grand Rapids: Baker Book House, 1984.
- Carson, D. A., and John D. Woodbridge, eds. *Hermeneutics, Authority, and Canon*. Grand Rapids: Zondervan, 1986.
- Dockery, David S. *Biblical Interpretation Then and Now: Contemporary Hermeneutics in the Light of the Early Church*. Grand Rapids: Baker Book House, 1992.
- Duvall, J. Scott and J. Daniel Hays. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting and Applying the Bible*. Grand Rapids, MI: Zondervan Publishing Co., 2001.
- Fee, Gordon, and Douglas Stuart. *How to Read the Bible for All Its Worth. A Guide to Understanding the Bible*. 2<sup>nd</sup> ed. Grand Rapids: Zondervan, 1993.
- Fee, Gordon D. *New Testament Exegesis: A Handbook for Students and Pastors*. Philadelphia: Westminster Press, 1983.
- Gasque, W. Ward, and William Sanford LeSor. *Scripture, Tradition and Interpretation*. Grand Rapids: Wm. B. Eerdmans, 1978.
- Grant, Robert, and David Tracy. *A Short History of the Interpretation of the Bible*. 2nd ed. Philadelphia: Fortress Press, 1984.
- Hernando, James D. *Dictionary of Hermeneutics: A Concise Guide to Terms, Names, Methods and Expressions*. Springfield, MO: Gospel Publishing House, 2005.
- Johnson, Elliott, E. *Expository Hermeneutics: An Introduction*. Grand Rapids: Zondervan, 1990
- Kaiser, Walter C., Jr. *The Uses of the Old Testament in the New*. Chicago: Moody Press, 1985.
- \_\_\_\_\_. *Toward An Exegetical Theology*. Grand Rapids: Baker Book House, 1981.
- Larkin, William J. *Culture and Biblical Hermeneutics*. Grand Rapids: Baker Book House, 1988.
- Longenecker, Richard N. *New Testament Social Ethics for Today*. Grand Rapids: Baker Book House, 1984.
- Longman, Tremper, III. *Literary Approaches to Biblical Interpretation*. In *Foundations of Contemporary Interpretation*, ed. Moises Silva, Vol. 3. Grand Rapids: Zondervan, 1987.
- Marshall, I. Howard, ed. *New Testament Interpretation: Essays on Principles and Methods*. Grand Rapids: Wm. B. Eerdmans, 1977.
- McKim, Donald K. ed. *Historical Handbook of Major Biblical Interpreters*. Downer's Grove, IL: InterVarsity Press, 1998.
- Mickelsen, A. Berkeley. *Interpreting the Bible*. Grand Rapids: Wm. B. Eerdmans, 1963.
- Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Downers Grove, IL: InterVarsity Press, 1991.
- Ramm, Bernard ed. *Hermeneutics*. Grand Rapids: Baker Book House, 1971.
- \_\_\_\_\_. *Protestant Biblical Interpretation: A Textbook of Hermeneutics*. 3rd ed. Grand Rapids: Baker Book House, 1970.
- Ryken, Leland. *How to Read the Bible as Literature*. Grand Rapids: Zondervan, 1984.
- Silva, Moises. *God, Language and Scripture: Reading the Bible in the Light of General Linguistics*. Vol. 4 in *Foundations of Contemporary Interpretation*. Edited by Moises Silva. Grand Rapids: Zondervan, 1990.
- Soulen, Richard N. *Handbook of Biblical Criticism*. 2d ed. Atlanta: John Knox Press, 1981.
- Sterrett, N. T. *How to Understand Your Bible*. Downers Grove, IL: InterVarsity Press, 1974.

- Stein, Robert. *A Basic Guide to Interpreting the Bible: Playing By the Rules*. Grand Rapids: Baker Book House, 1996.
- Stuart, Douglas. *Old Testament Exegesis: A Primer for Students and Pastors*. 2d ed. Philadelphia: Westminster Press, 1984.
- Terry, Milton S. *Biblical Hermeneutics: A Treatise on the Interpretation of the Old and New Testaments*. Reprint ed. Grand Rapids: Zondervan, 1974.
- Virkler, Henry A. *Hermeneutics: Principles and Processes of Biblical Interpretation*. Grand Rapids: Baker Book House, 1981.
- Webb, William J. *Slaves, Women and Homosexuals: Exploring the Hermeneutics of Cultural Analysis*. Downers Grove, IL: IVP, 2001.
- Wenham, John W. *Christ and the Bible*. Downers Grove: InterVarsity Press, 1972.
- Zuck, Roy B. *Rightly Divided: Readings in Biblical Hermeneutics*. Grand Rapids: Kregel Publications, 1996.

### **SPECIFIC DATA**

Syllabus prepared by James D. Hernando, Ph. D., October 4, 2017

## **COURSE POLICY ADDENDUM**

The following are policies and requirements for the course in general. Specific content and assignment directions are given in the Course Commons modules.

### **COURSE STRUCTURE**

This course will be offered completely online through the Canvas learning management system (LMS). It will include audio-enhanced PowerPoint lectures, discussion forums, research, and writing assignments. Topics to be covered are given in Course Outline (overview and expanded). They will also appear in the course modules.

All the course materials including assignments, PowerPoint files, and document files will be available through Canvas under the Course Content link. Course grades will be posted using the Canvas Grade Book (see Course Tools, My Grades).

*How to accomplish each week:*

1. Complete each module's reading assignments in textbooks and any assigned supplemental reading. View audio-enhanced PowerPoint lectures when assigned.
2. Complete the discussion forum postings (*specific directions included in each project activity within CANVAS*)
  - a. Discussion forums will have initial posts due by Monday of a given week.
  - b. Certain forums will require a digital document to be submitted as an attachment.
3. Complete any quizzes assigned the professional development assessments when directed by the course instructor (*specific directions included in the appropriate project activity within CANVAS*)
4. Use Course Common to submit all written assignments. For safety and electronic file if for some reason the digital document does not go through and I must ask you to send it again via email.
5. All assignments will be due each week on, or before Sunday at 11:59 p.m.

#### **A. Weekly Assignments:**

Written assignments will be assigned throughout the course calendar. Students will receive instructions on expectations for each assignment and given points commensurate to their success in meeting those expectations. Point values for each project will be identified at the time of the assignment. Unless specified otherwise, all exercises will be typed and meet professional standards.

#### **B. Discussion Forums**

Students are expected to actively participate in this course by interacting with their student peers and sharing their own insights and offering critique and suggestions using the Canvas discussion forum. Forums are also a great place for interaction among the course participants, providing opportunities for sharing research and critiquing each other's work. The course instructor will check the discussion boards regularly and participate in the discussion as needed.

Forum posts will be of two types, the initial post and the response posts. Descriptions of each of these are provided below.

- i. **Initial Post:** These will be in response to specific questions related to the reading assignments, providing an opportunity not just to recall what the author(s) wrote, but reflecting on the topic or issues raised in a creative analytical fashion.
- ii. **Response Post:** The response posts are provided for interaction among the class participants. The forum should serve as a valuable part of your learning experience. You will have an opportunity to learn from the work that other classmates are doing, making the course a collaborative learning experience for all.
  - a. As you read your classmates' initial posts, you should highlight insights gained from them, make additional suggestions from your own research or experience, and note any questions you have that may elicit further feedback. This means the quality of each response message must be well-conceived; demonstrating critical reflection on each posting.
  - b. Although personal opinions may be insightful and contribute to the discussion, these should only comprise a small part of the response posting. The major purpose of the response postings is to extend the ideas presented by your classmates. You can also expect the course instructor to comment in the discussion boards to help guide the class toward desired learning outcomes.
- iii. **Discussion Forum Grading:** The quality of your initial posts will be measured by several factors:
  - a. research-driven statements
  - b. critical thinking on the various topics and research presented
  - c. well-written and edited postings
  - d. submitting at least the minimum number of words required for each post

For each discussion forum assignment, **one of your posts must be an initial post to start a thread.** All other posts will be response posts. Since internet-based sites often have glitches, it is strongly suggested that you compose offline in a word document before pasting your post into the forum.

### **ACADEMIC INTEGRITY**

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise." It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is

“intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.” Plagiarism is “intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.” One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an “F” on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.

### **THE USE OF COMPUTERS IN THE CLASSROOM**

The use of computers for word processing in the classroom represents a privilege given to students to enhance their learning. They may be used only for purposes related to the course. It is therefore a breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, and send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using computers in the classroom.

### **NON-DISCRIMINATORY LANGUAGE**

Students should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook at <https://www.evangel.edu/wp-content/uploads/2012/01/Student-Handbook-2017-18.pdf>

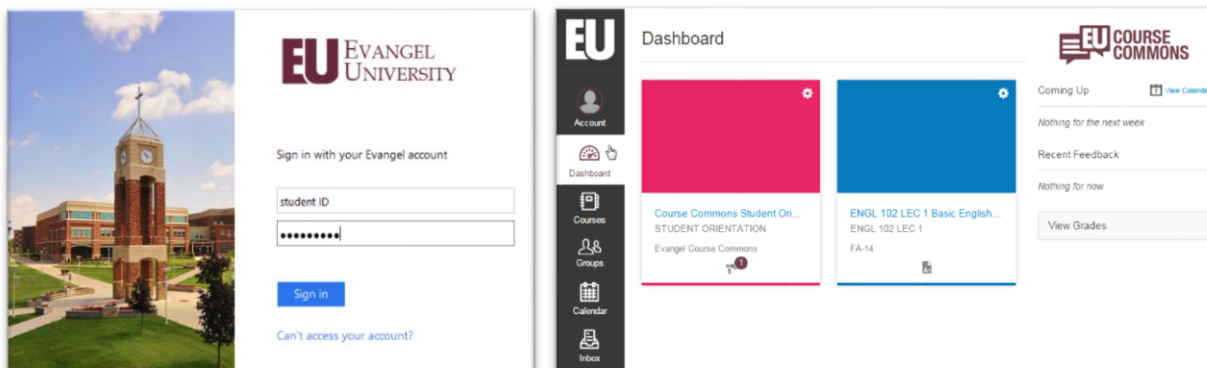
### **DISABILITY ACCOMODATION**

Assemblies of God Theological Seminary, Evangel University, is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with the professor to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact the Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

### **COURSE COMMONS**

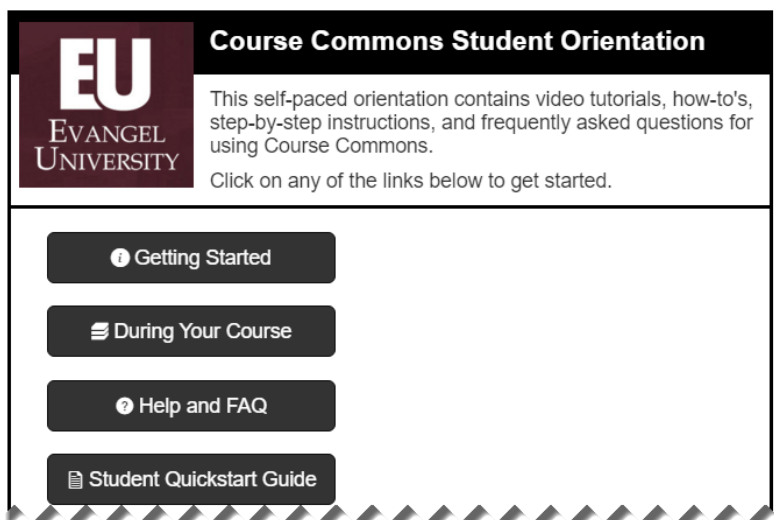
This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.com/>.



***Use your Evangel username and password to login.***

### **Course Commons Student Orientation**

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



### **Accessing the Course in Course Commons**

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

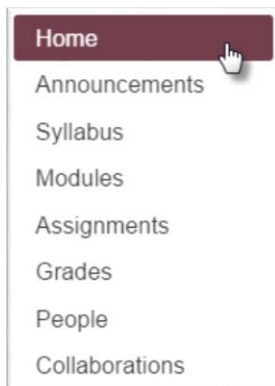
Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.



## Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.

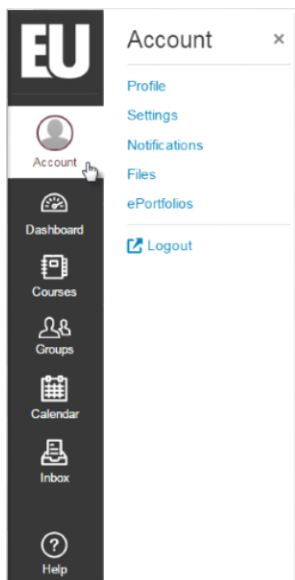


You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

## Personal Settings in Course Commons



Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

## Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).

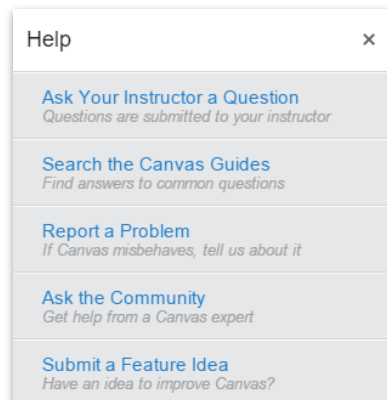
## How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link: <https://community.canvaslms.com/community/answers/guides/>.



### Course Commons Troubleshooting:

**Do you have a question about a quiz, an assignment, or another item in the course?** Contact your professor.

**Are you having technical problems with Course Commons?** Click the Help icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

**Are you having trouble with your Evangel account (username and password)?** Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), [helpdesk@evangel.edu](mailto:helpdesk@evangel.edu) (email), or [help.evangel.edu](http://help.evangel.edu).

### **COMMUNICATIONS:**

*Student (what to do and know):*

- **Email:** Students should daily check their Evangel University email account for announcements, course communications, reminders, and for submitting specific course questions. (If an Email account is needed or there are technical questions, students may contact Evangel’s Information Technology HelpDesk: <http://www.evangel.edu/Info/HelpDesk.asp>).
  - Emails to the professor should contain the following:
    - The subject line of any email should contain the course code, the student’s name, and a brief reason for the email.
    - The body of any email should contain proper grammar, punctuation, and be in complete sentences.
    - Please be descriptive as to the reason for the email.
  - CANVAS email:
    - Students can send email to the course instructor through CANVAS.
- **Discussion forums:** There will be several different discussion forums throughout the course. Content forums will have interaction directions posted within the forums. A general discussion forum will be created to provide students a setting to ask general course questions.
- **Online Chat:** Students may interact with the professor via CANVAS’s online chat capabilities by prior appointment.

- Phone/Online and Face-to-face Meetings: Phone and Online conversations and face-to-face meetings may also be pre-arranged by appointment. Please contact the course professor for available times. If not already available to the student Skype may be downloaded for free at <http://skype.com/>.
- Course Announcements: Course announcements will be posted as needed on the CANVAS homepage. Please check them regularly.

*Professor (what you the student can expect):*

- Emails: All student emails will normally be answered within 24 hours of receipt.
- Discussions: The professor will interact with student postings as required and needed.
- Online Chat: The professor will be available by appointment through the Canvas online chat.
- Phone/Online and Face-to-face Meetings: The professor will be available for phone/online conversations or face-to-face meetings by prior appointment
- Course Announcements: Announcements will be posted regularly on the course CANVAS homepage. Any change in the course schedule, or assignments, will be posted in the announcements section of the CANVAS course homepage at least 12 hours in advance.

### **ACADEMIC INTEGRITY:**

While discussion and collaboration is encouraged as part of course interaction, AGTS expects its students to exhibit the highest level of integrity for all course work. All work submitted in an online or hybrid course must be the original work of the individual student (unless an assignment is explicitly designated as a group activity). Any form of dishonesty, plagiarism, or cheating will be grounds for academic discipline. An academic integrity statement is posted in the appendix of the course syllabus. Students must complete and submit the form to the course instructor by the first day of the course.

Plagiarism or cheating (What can and will happen):

- Incidents of academic dishonesty are reported to the Academic Dean by the course instructor.
- Each case is reviewed on an individual basis for possible disciplinary action.
- Penalties may include restitution, an "F" on an individual paper, exam, or course; loss of campus employment, disciplinary probation; removal from extracurricular activities; and suspension.
- The Seminary's policy on Academic Dishonesty is published in the Student Handbook in the Academic Information Section, p.4, Academic Integrity. The Handbook may also be accessed online on the Seminary website:  
[http://www.agts.edu/community/student\\_handbook/2011studenthandbook.pdf](http://www.agts.edu/community/student_handbook/2011studenthandbook.pdf)

**Academic Integrity Statement:**  
**Course Expectations**

Please place an X in the first cell by each corresponding statement (gray boxes):

	1. Completed course work submitted to Canvas represents my own, original work.
	2. My course work will be completed without any outside, human help other than from my text book, the Canvas help, a tutor approved by my instructor, and/or my professor.
	3. My course work does not plagiarize the work of other people. It contains cited sources as necessary.
	4. No other person will be with me (watching, commenting, taking notes, or generally near me) while I take course assessments.
	5. I will not use other electronic resources except those approved by the professor while taking any portion of an assessment.
	6. I will not search the internet before, while, or after submitting my completed assessment to Canvas directly related to this assessment and its information/questions.
	7. I will not email, text message (computer or phone), or talk on the phone while taking an assessment, anything specifically related to an assessment, and any direct communication regarding it. This also includes homework.
	8. I will not allow any other person (except my professor) to see any part of assessment instructions, student materials, Canvas exam page, nor my work.
	9. I will not/have not/will not share (through conversation, files, pictures, or directly) any part of an assessment, homework, or quiz (instructions, workbook, content, topics, etc.) with any person (class mate, team mate) except my professor.

I, , do hereby declare that I have read the above statements and will adhere to them.

Signed,

Fill in the boxes (you may type in them), save this document to your computer, and upload this statement of academic integrity on Canvas to the designated Dropbox.