### Syllabus

<table>
<thead>
<tr>
<th><strong>COURSE NUMBER and TITLE:</strong></th>
<th>BTH 905: Biblical Theological Models</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COURSE DAY/TIME:</strong></td>
<td>M-F, October 15-19</td>
</tr>
<tr>
<td><strong>LOCATION:</strong></td>
<td>ROOM #228</td>
</tr>
<tr>
<td><strong>CREDIT HOURS:</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>SEMESTER:</strong></td>
<td>FALL 2018</td>
</tr>
<tr>
<td><strong>REQUIRED TEXT:</strong></td>
<td></td>
</tr>
<tr>
<td>A Bible Software package. Logos is preferred. I suggest buying in at the highest level that makes sense for you and that you can afford.</td>
<td></td>
</tr>
</tbody>
</table>

**INSTRUCTOR:** Dr. Doug Oss

**PHONE:**

**OFFICE:** AGTS

**EMAIL:** osson@evangel.edu

**OFFICE HOURS:** as needed


**Recommended**


**REQUIRED CLASS SUPPLIES:**
Electronic devices will be used on a regular basis in this class. Please bring an electronic device on which you can view professional and news articles and participate in group activities to class each day.

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION:**
The purpose of Assemblies of God Theological Seminary is to train men and women to fulfill the mission of the Church as taught in Scripture—Shaping servant leaders with knowledge, skill and passion to revitalize the Church and evangelize the world in the power of the Spirit.

**EVANGEL UNIVERSITY MISSION:**
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.

**CATALOG DESCRIPTION:**

**COURSE PREREQUISITES:**
BTH 905: Biblical Theological Models
There are no prerequisites for a course.

**COURSE PURPOSE:**
This course is designed to illuminate the major motifs of redemptive history by applying the methods of biblical theology to the Scriptures. Special attention is given to the foundational role of biblical theology and its reciprocal relationship with hermeneutics, exegesis, and systematic theology.

**COURSE REQUIREMENTS:**

A. Pre-session.

1. Complete all required reading.

2. Write a five page paper summarizing the redemptive-historical approach based on your reading of Wright, Vos, Clowney and VanGemeren. Use Turabian for any footnotes.

3. Take one example of a redemptive-historical motif/theme from the readings and write a five page description of the “unfolding” of that motif/theme.

4. These assignments comprise 30% of your grade.

6. This work will be due on the first day of class. Please submit a hard copy as well as an electronic copy. **Late work not accepted.** In case of emergencies, I will grant extensions, but you must contact me ASAP.

B. Post-session.

1. Write a 30-40 page academic research paper of publishable quality. This paper should be substantially documented with footnotes, including content footnotes where appropriate. Turabian style. Write the paper on a motif of your choosing. These papers by their nature draw heavily on the primary sources in the Scriptures themselves. You should also do a substantial search in the secondary literature for relevant material.

2. Explain how your motific analysis informs a related systematic-theological topic in a ten page paper detailing your new insights, suggesting fresh language, and explaining differences in the perspectives between biblical and systematic theology.

3. The post-session work will comprise 60% of your grade.

4. **Dues dates for post-session work to be determined.** Please submit a hard copy as well as an electronic copy. **Late work not accepted.** In case of emergencies, I will grant extensions, but you must contact me ASAP.

C. In-session participation. This course will be conducted in Ph.D. seminar format, so participation is vital. Participation includes regularly demonstrating that you have read the material on the subject under discussion by making helpful comments and asking relevant questions, giving insights from your pre-session work, following along in your own hard copy of the Bible (or in your own Logos-Libriopix software) as the class considers specific texts, being ready to read short passages when called upon, engaging in discussions through
Course Commons (Canvas), and generally contributing in pro-active ways. Active listening counts. This will comprise 10% of your final grade.

D. Summary of grading

1. Pre-session assignments 30%
2. Post-session assignments 60%
3. Class Participation 10%

ATTENDANCE:
EXAMPLE: Class attendance is extremely important to your success as a student. Building a habit of good attendance will translate into your professional responsibilities in your future career and make you a more valuable member of a professional team. There are no excused absences, but should you be absent from class, you will be responsible for collecting information you miss. Attendance is taken at the beginning of class. You are expected to be present and on time. Three tardies will count as one absence, and failure to complete assignments associated with our online class sessions will count as being absent from class. If you are absent two consecutive sessions without contacting me, first I’ll really miss you, and second, I’ll be contacting you to come in and meet with me. **Upon your sixth absence, your enrollment will be withdrawn from the course.**

COURSE OUTCOMES:

Upon completion of this course, the student will be able to:

Course Learning Outcomes (CLOs):

1. …

Program Learning Outcomes (PLOs):

- MATS …
- M.Div. …
- Etc.

EU20 Outcomes: [Choose one of the following statements.]
This class supports and assesses the following EU20 Outcome(s):
This class supports but does not assess the following EU20 Outcome(s).

Faith, Work, and Economics Outcomes (FWE): [Choose one of the following statements.]
This class supports and assesses the following FWE Outcome(s).
This class supports but does not assess the following FWE Outcome(s).

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1 All AGTS Program Learning Outcomes are found on the website: [place live hyperlink here].
2 All EU 20 Outcomes are found on the website: [place live hyperlink here].
3 All Faith, Work, and Economic Outcomes are found on the website: [place live hyperlink here].
Following are two examples of how this can be set up in your syllabus. Please adapt to what works best for your course.

EXAMPLE 1:

**COURSE LEARNING OUTCOMES (CLOs), PROGRAM LEARNING OUTCOMES (PLOs) AND EU20 OUTCOMES:**

At the conclusion of this course, the student will be able to:

- **CLOs**
  1. Sight sing melodic lines involving scale patterns and intervals of a m2, M2, m3, M3, P4, and P5. The Solfeggio system is used.
  2. Read and take rhythmic dictation of quarter, half, and sixteenth note patterns in simple and compound meters as well as half-beat values in syncopation.
  3. Take melodic dictation of melodies in major and harmonic minor keys scales and melodies that outline the I, IV, and V triads.
  4. Take harmonic dictation of progressions involving the I (i), ii, IV (iv), and V triads and their inversions.
  5. Hear and identify the following intervals: m2, M2, m3, M3, P4, P5, m6, and M6.

- **PLO #1**
  6. Demonstrate specific knowledge of the properties of rhythm, melody, and harmony in written and aural music theory. *(Musical Skills and Analysis).* *Unit 4 Dictation Exam will be used to assess this outcome.

- **EU20 Outcomes**
  E5C: Use current technology to search and perform tasks in a timely and accurate manner. *This class supports but does not assess this EU20 Outcome*.

  7. I4C: Articulate the ways in which their personal strengths and the proficiencies they acquire through a well-rounded, interdisciplinary liberal arts education contribute to the fulfillment of calling. *The final essay question on Unit 4 Dictation Exam will assess this outcome.*

EXAMPLE 2:

<table>
<thead>
<tr>
<th>CLO: Upon completion of this course, the student will be able to:</th>
<th>PLO</th>
<th>EU20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create and use ...</td>
<td></td>
<td>E4</td>
</tr>
<tr>
<td>2. Analyze...</td>
<td>G1-1</td>
<td>E4</td>
</tr>
<tr>
<td>3. Explain...</td>
<td>G1</td>
<td>E4</td>
</tr>
<tr>
<td>7. Create...</td>
<td>E2</td>
<td>E5</td>
</tr>
<tr>
<td>8. Use...</td>
<td>E2</td>
<td>E5</td>
</tr>
<tr>
<td>9. Implement...</td>
<td>E5</td>
<td>I1</td>
</tr>
<tr>
<td>10. Design...</td>
<td>E5</td>
<td></td>
</tr>
<tr>
<td>13. Apply...</td>
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</tbody>
</table>
COURSE ASSIGNMENTS:
All assignments have specific due dates that are listed on the attached course outline. Assignment instructions can also be found in modules on COURSE COMMONS. Unless otherwise directed by the instructor, all assignments are submitted to drop boxes on COURSE COMMONS. No assignments will be accepted via email. [LIST COURSE ASSIGNMENTS BELOW]

1. Assignment 1
2. Assignment 2
3. Assignment 3
4. Assignment 4
5. Assignment 5
6. Assignment 6

ASSESSMENT:
EXAMPLE: All assignments are assessed using rubrics. Rubrics are attached to the drop boxes on COURSE COMMONS for viewing prior to assignment submission. Points for each of the assignment categories and the grading scale for the course are shown below.

GRADING SCALE: COURSE COMMONS DEFAULT GRADING SCALE PROVIDED BELOW

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 to 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 to &lt; 94%</td>
</tr>
<tr>
<td>B+</td>
<td>87 to &lt; 89%</td>
</tr>
<tr>
<td>B</td>
<td>84 to &lt; 87%</td>
</tr>
<tr>
<td>B-</td>
<td>80 to &lt; 84%</td>
</tr>
<tr>
<td>C+</td>
<td>77 to &lt; 80%</td>
</tr>
<tr>
<td>C</td>
<td>74 to &lt; 77%</td>
</tr>
<tr>
<td>C-</td>
<td>70 to &lt; 74%</td>
</tr>
<tr>
<td>D+</td>
<td>67 to &lt; 70%</td>
</tr>
<tr>
<td>D</td>
<td>64 to &lt; 67%</td>
</tr>
<tr>
<td>D-</td>
<td>61 to &lt; 64%</td>
</tr>
<tr>
<td>F</td>
<td>0 to &lt; 61%</td>
</tr>
</tbody>
</table>

GRADING POLICY: Explain weighted grades; penalties; late assignments; points/rubrics, etc.
COURSE OUTLINE:

Day 1: Introductory considerations
- Definition of terms
- Defining Biblical Theology
- Defining redemptive history, progress of revelation, etc.
- The role of the interpreter-theologian: description, prescription, and beyond.
- Diversity and Unity
- Christocentric hermeneutics modeled after the NT's use of the OT: Paradigms
- Presuppositions, paradigms, and the implications of divine authorship

Day 2: Methods for doing redemptive-historical biblical theology
- Reading the Bible as a web of conceptual relationships
- Following the strands
- Sample of BT work
- Tools and Techniques
- Organizing and thinking through the biblical data

Day 3: Methods (cont’d)

Day 4: Informing other theological disciplines with the results of biblical-theological analysis
- Topical and static vs. motific and dynamic
- Re-thinking Christology—food for thought
- Re-thinking other categories of doctrine
- Impact on the theological academy
- Impact on the church
- Considering the possibilities

Day 5: Concluding reflections on the integration of biblical and systematic theology with special attention to teaching and preaching. Any unfinished matters from earlier in the course.
Select Bibliography

Bibliography for Biblical Theology and Interpretation

**This bibliography is intended as a basic reference list for the Ph.D. BibTheo program.


Gabler’s famous essay.)


**Significant Old Testament Theologies Relevant to a Discussion of Method**


- **Biblical Theology**
- **The Pauline Eschatology**
- **Grace and Glory**
- **The Teaching of Jesus Concerning the Kingdom of God and the Church**
- **Redemptive History and Biblical Interpretation: The Shorter Writings of Geerhardus Vos**
- **The Self-Disclosure of Jesus: The Modern Debate about the Messianic Consciousness**
- **The Teaching of the Epistle to the Hebrews**
- **The Eschatology of the Old Testament**

**Edmund Clowney**

- **The Church** (Contours of Christian Theology), Inter Varsity, 1995.
William D. Dennison


Richard B. Gaffin


Jeong Koo Jeon


Meredeth G. Kline


Herman N. Ridderbos

- *When the Time had Fully Come*, Presbyterian & Reformed, 1957.

Ned B. Stonehouse


Franz Delitzsch


E. Earle Ellis


**Ernst W. Hengstenberg**

**Theophilus Herter**

**Anthony Hoekema**

**Philip E. Hughes**

**George Eldon Ladd**

**Richard Lints** (Reformed)

**Marianne Radius**

**Charles Kingsley Barrett**
- **From First Adam to Last**, A & C Black, Ltd., 1962.

**Raymond E. Brown**

**Millar Burrows**
Brevard Springs Childs


Oscar Cullmann


Charles Harold Dodd


Floyd V. Filson


Leonhard Goppelt


Donald E. Gowan


Gerhard F. Hasel


Morna D. Hooker

E. C. Hoskyns and Noel Davey


Werner Georg Kümmel


Andrew T. Lincoln


Norman Perrin


James D. Smart


Further Readings:

John Bright


Raymond E. Brown

- The Birth and Death of the Messiah (Anchor Bible Reference Library), Doubleday, 1999. (three vols.)

Oscar Cullmann

- Salvation in History, SCM 1967.
C. H. Dodd

- Parables of the Kingdom, Scribner, 1961.

Joseph A. Fitzmyer


Morna D. Hooker


Chester K. Lehman

- Biblical Theology, Herald Press, 1977 (two vols.).

H. Wheeler Robinson

- Corporate Personality in Ancient Israel, T & T Clark, 1981.

John R. Walters


G. Ernest Wright


Still Further Readings on Historic Biblical Theology:

John Bright, Early Israel in Recent History Writing: A Study in Method (Studies in Biblical Theology, 19], S.C.M. Press, 1956.
Roland E. Clements, Prophecy and Covenant (Studies in Biblical Theology, 43), S.C.M. Press,
Recommended Books for Biblical Hermeneutics:

Grant Osborne, *The Hermeneutical Spiral*, Inter-Varsity, 1991.**** [Int; Ev+; Meth; Past; Lit; Old/New]
Moises Silva, et al (eds.), *Foundations of Contemporary Interpretation*, Zondervan, 1998. [Beg/Int; Ev/Ref; Meth; Nar; Hist; Old/New; Theo; Txt; Comp] ****
Anthony Thiselton, *New Horizons in Hermeneutics*, Zondervan, 1992. ***1/2 [Adv; Ev/Mod; Ph; Meth]
Kevin J. Vanhoozer, *Is there a Meaning in this Text?* Zondervan, 1999. ***1/2 [Int/Adv; Ev+; Phil; Meth]

Recommended Critical History:
John Goldingay, Approaches to Old Testament Interpretation, Inter-Varsity, 1990. (revised ed.)
R. M. Grant and David Tracy, A Short History of the Interpretation of the Bible, SCM, 1985.

Recommended Articles:


More Books


Books on Intrabiblical Interpretation:

Michael Fishbane, Biblical Interpretation in Ancient Israel, Oxford University Press, 1990. [Adv; Jew/Mod; Meth, Txl]

Books of Particular Interest

On General Hermeneutics


On Literary Criticism (Narratology, Rhetoric, Poetics . . .)

Canonical


____ [Beg; Ev/Ref; Meth, Lit] ***


______ *Literary Interpretations of Biblical Narratives II*, Abingdon, 1982. (compilation)

More on Canonical Literary Criticism


Leland Ryken and Tremper Longman III (eds.), *A Complete Literary Guide to the Bible*, Zondervan, 1993. [Beg; Ev; Lit; Meth] ***


varying perspectives from radical post-modern disinterest with the text except as an unblemished plot on which to project its own political feces, to conservative evangelical respect for the text as revelation.


conservative perspective; explores the relationship of structure to meaning in the pattern of selected units within ten Biblical books; offers an approach to visualizing the shape of Scripture on the Bible’s own terms; extensive indexes and bibliography.

Not Yet Reviewed
Old Testament

On Literary Approaches to Old Testament Literature

Cynthia L. Miller, "Discourse Functions of Quotative Frames in Biblical Hebrew Narrative" in in Discourse Analysis of Biblical Literature:

Recommended Books:

Robert Alter, The Art of Biblical Narrative, Basic Books, 1983. **** [Int; Main/Mod; Lit, Meth, Nar]
____ The World of Biblical Literature, Basic Books, 1992. *** [Int; Main; Lit, Meth, Nar]
Shimon Bar-Efrat, Narrative Art in the Bible (JSOT Sup, 70), Sheffield Academic, 2000. ****1/2 [Adv; Jew/Ac; Lit, Meth, Nar]
Adele Berlin, Poetics and the Interpretation of Biblical Narrative, Eisenbrauns, 1994. **** [Int; Jew/Mod; Lit, Meth, Nar]
Michael Fishbane, Biblical Text and Texture: A Literary Reading of Selected Texts, Schocken Books, 1998. *** [Int; Jew/Mod; Lit, Them]
____(Jewish Quarterly Review Supplement), Eisenbrauns, 1983. (compilation)
David M. Gunn and Danna Nolan Fewell, Narrative in the Hebrew Bible, Oxford University Press, 1993. [Adv; Mod; Nar, Lit, Meth] ***
Cynthia L. Miller, The Representation of Speech in Biblical Hebrew Narrative: A Linguistic Analysis (Harvard Semitic Monograph, 55),
____Scholars Press, 1996.
Jean Louis Ska, "Our Fathers Have Told Us": Introduction to the Analysis of Hebrew Narratives (Subsidia Biblica, 13), Editrice Pontificio
Meir Sternberg, The Poetics of Biblical Narrative: Ideological Literature and the Drama of Reading (Indiana Studies in Biblical Literature),
____Indiana University Press, 1987. **** [Adv; Jew/Mod; Meth, Nar, Ph]
____[Adv; Main/Mod; Tec; Nar; Meth]
Recommended Articles:


A summary of this article may be found in the author's Poetics and Interpretation of Biblical Narrative, Eisenbrauns, 1999, pp. 23-32.


On Old Testament Rhetoric

Dale Patrick and Allen Scult, Rhetoric and Biblical Interpretation (JSOT Sup, 82), Sheffield Academic, 1990. **** [Adv; Mod; Lit; Txt; Ling]

On Old Testament Poetics

Luis Alonso-Schökel, A Manual of Hebrew Poetics (Subsidia Biblica, 11), Editrice Pontificio Istituto Biblico, 2000. [Adv; Mod; Lit; Txt; Ling] ****

John W. Welch (ed.), Chiasmus in Antiquity: Structures, Analyses, Exegesis, Research Press, 1999. [Int; Main/Mod; Str] ****
More on Old Testament Literary Criticism

George W. Coats, Saga, Legend, Tale, Novella, Fable: Narrative Forms in Old Testament Literature (JSOT Sup, 35), Sheffield Academic, 1986.
Paul R. House, Beyond Form Criticism: Essays in Old Testament Literary Criticism (Sources for Biblical and Theological Study, 2), Eisenbrauns, 1992. (compilation)

More Books on Old Testament Narratology:

Robert C. Culley, Studies in the Structure of Hebrew Narrative, Fortress, 1976.*** [Adv; Main; Lit, Meth, Nar]


David Jobling, The Sense of Biblical Narrative (JSOT Sup, 7 & 39) (2 vols.), Sheffield Academic, 1987.*** [Adv; Main (+); Nar, Lit]


Peter D. Miscall, The Workings of Old Testament Narrative (SBL Semeia Studies), Scholars Press, 1983.** [Int; Main (+); Lit, Nar, Meth]


Uriel Simon, Reading Prophetic Narratives (Indiana Studies in Biblical Literature), Indiana University Press, 1997. **** [Adv; Cath/Mod; Lit, Nar, Meth]


More Articles:


Jonathan Magonet, "Character/Author/Reader: The Problem of Perspective in Biblical Narrative" in Literary Structure and Rhetorical Strategies

More Books on Old Testament Rhetoric:

D. J. A. Clines, A. J. Hauser, and D. M. Gunn (eds.), *Art and Meaning: Rhetoric in Biblical Literature* (JSOT Sup, 144), Sheffield Academic, ___1982. (compilation) *** [Adv; Main/Mod; Lit, Ling]
L. J. de Regt, J. de Waard, and J. P. Fokkelman (eds.), *Literary Structure and Rhetorical Strategies in the Hebrew Bible*, Eisenbrauns, ___1996. (compilation) *** [Adv; Main/Mod; Lit, Nar, Ling]


More Books on Old Testament Poetics


New Testament

On New Testament Narratology / Narrative Criticism

Mark Allan Powell, *What is Narrative Criticism?* (Guides to Biblical Scholarship), Fortress, 1991. ***1/2

**Articles and Essays:**


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**On New Testament Rhetoric**


George A. Kennedy, *New Testament Interpretation and Rhetorical Criticism*, University of North Carolina Press, 1984. ***1/2 [Int; Mod; Txt; Ling]


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**On New Testament Poetics**


More on New Testament Narrative Criticism


More On New Testament Rhetoric

_____ (Biblical Interpretation Series, 4), Brill Academic, 1994. (bibliography) ****

On Classical Rhetoric

Edward J. Corbett, Classical Rhetoric for the Modern Student, Oxford University Press, 1998.****

More on Narratology (general)

Erich Auerbach, Mimesis, Princeton University Press, 1968. ****
Mieke Bal, Narratology: Introduction to the Theory of Narrative, University of Toronto Press, 1998.***
Gerald Prince, Dictionary of Narratology, University of Nebraska, 1985. ****
Michael Kearns, Rhetorical Narratology (Stages Series, 16), University of Nebraska Press, 1999.****

History of Redemption


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**Other Biblical Theologies**


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**Dictionaries of Biblical Theology**


**Related Dictionaries:**


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**Covenant and Biblical Theology**


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**Christ in the Old Testament**
________ *Preaching Christ from the Old Testament*, Westminster Media, tape series
________ *Christ in All the Scriptures*, Westminster Media, tape series.

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**Books on Biblical Theology (definition and method)**


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**Other Books of Interest:**

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**Issues in Biblical Theology**

ACADEMIC INTEGRITY:
As people of Christ, members of the broader academic community, and future professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel’s policy on academic integrity, as published in the Student Handbook, appears in Section VIII. University Policies: Academic Integrity.

ELECTRONIC DEVICES IN THE CLASSROOM: Insert your personal policy, if desired.
EXAMPLE:
- It is expected that electronic devices will be used during class to support the students’ learning. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited.
- Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.

DISABILITY ACCOMMODATIONS:
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 by Evangel University 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 me 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 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.
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. 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 Help desk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu