



**Bible and Theology Department**  
"Shaping Servant-Leaders"

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# BTH 530 Old Testament Theology

Spring 2020

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## Faculty Information

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## Course Information

Credit hours: three  
Course dates: January 6-April 24, 2020  
Meeting times: Wednesdays and Fridays, 8:30-9:50 am  
Location: AGTS Rm 116

## Required Texts

Waltke, Bruce K. with Charles Yu. *An Old Testament Theology: A Canonical and Thematic Approach*. Grand Rapids: Zondervan, 2007. ISBN-13: 978-0-310-21897-5

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

## 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

AGTS shapes servant leaders with knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.

## Catalog Description

A study of the message, major themes, and key theological concepts of the Old Testament, understanding how they are developed and expressed in the ancient historical, cultural, and

literary, context of the Old Testament. Special attention is given to the relevance of the principles for believers today and the relationship of the Old Testament to the New Testament.

## Course Prerequisites

It is assumed that the student will have had an undergraduate or graduate Old Testament survey or introduction course before taking this course. It is also expected that you have read through the Old Testament in recent years.

## Course Purpose

This course is intended to enable the student to relate as a Christian to the Old Testament as a whole and to any book in the Old Testament, and to be able to explain the major teachings of the Old Testament to others.

## Learning Outcomes<sup>1</sup>

<i>Upon completion of this course, the student will be able to:</i>	<i>Program Learning Outcomes</i>	<i>EU20</i>	<i>Faith, Work &amp; Economics Integration</i>
1. Explain briefly the field of Old Testament theology.	MDiv 2; MATS 5, 7; MACM 4	C3, E2, G4	N/A
2. Describe the foundational concepts of Old Testament theology.	MDiv 1, 2; MATS 1, 3; MACM 4	C3	N/A
3. Explain how the OT relates to the gospel message of the NT and how to relate the Sinai Covenant with all the laws to Christians today.	MDiv 1, 2; MATS 1, 3; MACM 4; MAIS 2	C3, E2	N/A
4. Identify the underlying theological principles in any Old Testament passage and apply them to the Church today with proper understanding of their relation to New Testament theology, including being able to explain how one does Biblical Theology.	MDiv 1, 2; MATS 1, 3, 8; MACM 3, 4; MAIS 1, 2	C3, 4, E4,	N/A
5. Incorporate into one's life the universal principles taught in the Old Testament for living as God's holy people, manifesting His holy love, in a holistic approach, including responsible stewardship of God's world, and working for justice and the flourishing of all in society, and then to teach others how to do the same and how to determine God's principles and apply them.	MDiv 2; MATS 8; MACM 3; MAIS 1, 2, 6	C4, C5, E2, I1	1, 2, 6

<sup>1</sup> All masters and doctoral PLOs, EU20 and FWE outcomes can be found at <https://agts.edu/current-students/academic-policies/>

## Course Format

This course will utilize lecture with question and answer and opportunity for discussion. Some power points may be used. Many summary documents are provided in Commons and must be accessible by the student during all classes. Students will be evaluated through essays and a library research project.

## Course Schedule

This is a tentative broad course outline.

1. Introduction
2. Foundational theology of Genesis
3. The field of Old Testament theology and doing it.
4. The theme of the Promise and the central message of the Scriptures.
5. Major theological concepts as taught in the Pentateuch: covenant, the name of God, sovereignty and responsibility, law, and holiness.
6. The relationship of the Sinai Covenant and the nation of Israel to the Christian.
7. History books: theology of leadership, and holy war.
8. Poetic and wisdom literature: holistic theology of the struggles and hope of the righteous and the concept and themes of biblical wisdom.
9. Prophets: concluding topics of Old Testament theology.

Date	Assignments
Weds Jan 15	Definition of Old Testament Theology
Fri Jan 17	Major Issues in Deriving Theology from the Old Testament Books Essay
Weds Jan 22	Major Approaches to Organizing Old Testament Theology Essay
Weds Feb 12	Choice of Theme for Research Paper and Hebrew Word to Study
Weds March 25	Summary of the Message of a Book of the Old Testament
Weds April 15	Research Paper
Weds April 22	Final Synthesis Essay
Fri April 24	Signed Accountability Sheet for All Required Readings

## Course Policies & Requirements

### Preparation

This course will use Commons for announcements and files but assignments are to be turned in by email or hard copy at the beginning of the class they are due. [cottonr@evangel.edu](mailto:cottonr@evangel.edu)

### Participation

For you to get the most out of this course you need to actively engage with the lectures/discussions, reading the textbook and the Scriptures, taking notes, and asking questions.

### Attendance

School policy is that a student may be dropped from the course after missing two weeks of classes. Please talk to me about any absences. You are responsible for obtaining any information you miss.

### Assignments—General Instructions

- All assignments are due at the beginning of class on the date specified under “Course Assignments” and may be submitted by email. If I do not respond within two days by email

and acknowledge receiving it, please ask me about it. If an assignment is to be discussed in class, any student who has yet to complete the assignment will have to leave until the discussion is over, so that you may still get credit for the assignment.

- All formal papers (unless otherwise specified by the instructor) are to be formatted according to AGTS's T9-SBL2 Academic Style (see <https://agts.edu/current-students/academic-writing-resources/>)
- All assignments need to be submitted in a format compatible with Microsoft Office. The latest version of Office is available for your personal machine. It can be downloaded without charge by following the instructions at: <https://help.evangel.edu/hc/en-us/articles/201759875-How-Do-I-Get-Microsoft-Office-for-free->
- Late work is allowed if there is a good reason. Otherwise the grade may be lowered.
- You are expected to complete all course work by the final due date for the course. 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. NOTE that students may not register for courses in a new term if carrying more than two IP or I grades.

Note: Students need to retain extra copies of all work submitted until the final course grade has been recorded.

#### FORM AND STYLE OF WRITTEN WORK SUBMITTED TO ROGER COTTON

- All work for me must be typed, double spaced, with one-inch margins and the right margin NOT justified, and be proof-read. I prefer that you do not use both sides of the paper, but I allow it.
- The format should follow Turabian (the latest edition). I especially want the format of signed articles in books such as encyclopedia articles, word studies, and other multi-author books to be listed according to 17.1.8.2. ***Not following this could cost the student part of their grade.*** When you need to cite a source you may choose which ever of the three citation methods in Turabian you prefer to use: foot notes, end notes, or parenthetical.
- For assignments under 5 pages, do NOT use a Title Page. Put the following information at the top of the first page: Name, assignment, course, my name, date. **Do not** put anything but the page numbers at the top of the *other* pages. Do NOT use a cover; just staple it.
- Unless otherwise instructed, you may always turn in your work by e-mail ([cottonr@evangel.edu](mailto:cottonr@evangel.edu)).
- Your writing should demonstrate good, formal, clear, writing style (see handouts and Strunk and White or *Getting the Words Right* by Cheney). I recommend using the program *Grammarly*. If the student needs coaching on how to improve their writing they should go to the Write-Place, on the EU campus.
- For assignments with specific readings, no bibliography is needed unless you want the professor to know about *additional* reading you did. If you need to cite a source that was assigned, just put the last name in parentheses with the page number.
- The length of written assignments may exceed the specified limit by up to 25%.

## Communication

Please talk to me about any issues or questions. You may contact me by phone or email. I will respond to emails/messages within 24 hours during business days.

## Specific Assignments

1. Be prepared for each class to discuss the documents and relevant sections of the textbook (see instructions below on Waltke), and any other assigned readings. Any specified readings not in the course files or the document *BTH 530 OT Theology Book of Handouts*, are on 2 hour reserve at the front desk of the AGTS library. Read the professor's documents for the course corresponding to the topic of the day and finish all the \*, \*\*, \*\*\* documents (marked after the first word in the title) in the course files by the end of the course. For those with one \*, you only need to skim it for helpful information. Those with \*\* and \*\*\* are something I consider very important for understanding the Old Testament and need to be read carefully. The ones with \*\*\* I believe are some of my most significant contributions. The documents with no stars are for your general benefit.

The following is the **required reading in the Waltke textbook due by the last class, April 24**. Read the Preface and Chapters 1-17. This is generally not to be skimmed but neither is it to be labored over for all the details. This is Waltke's richest material but still it often contains too much detailed exposition. Include a glance at his footnotes to see interesting discussions and important sources.

From the rest of the book, read p. 560 on Land in the New Testament.

Read pp. 660-661 on the Davidic Covenant.

Overview the following chapters looking for Waltke's categories/topics, key concepts, definitions, propositions, and conclusions: **19, 24, 29, 30, 32, 33**.

Also, you must read what Waltke says about anything related to your theme project and for the individual OT book you pick for the assignments below.

In your reading, make note of important questions you have about what Waltke says and raise them in class or by e-mail.

2. TURN IN, on dates given below, a three part assignment summarizing the principles of *what it means to do Old Testament theology* based on the Preface and Part 1 of the textbook by Waltke, along with the copy of the Preface and Introduction of Kaiser's *The Promise-Plan of God*, in the course files. Waltke's Preface is important for understanding his work. Then, in Part One, he writes many important things including great material on God's revelation in Scripture. However, this summary essay assignment is **not** to get into all of that but is intended to focus on what this field is about, what the issues are, and how one goes about doing OT Theology. This assignment is to put together your understanding of those things in order to understand what this course is about and what Waltke is doing in his book. Note that Waltke deals with most of the following points of the assignment *in more than one place* in these chapters. Therefore, collect his ideas related to each question below as you read through his preface and the chapters in Part 1. Then write what you conclude from all of it in your answers to the following:

A) TURN IN, on **Wednesday, January 15**, your one-sentence definition of Old Testament theology in your own words, as a sub field of biblical theology, in contrast with (but NOT in conflict with) systematic theology. Then, elaborate in another few sentences. You must be sure to tell how it differs from systematic theology. You should consider Waltke's statements on

what he believes it is, the goal and task of OT theology (such as on pp. 20, 50-51, 55, 63, et. al.), as well as my view. However, you are not expected to restate anyone's definition but say it the way you understand it and will teach others.

B) TURN IN on **Friday, January 17**, your tentative answers to the questions/issues #s 2-6 in the document [Thinking About Old Testament Theology.pdf](#) .

These are the **major issues or broad questions** about the study of OT theology that must be dealt with when deciding how to derive theology from the Old Testament books. These are the foundational questions about the OT, which conservative Bible believers (those who look to the Bible as God's Written Word for all mankind) often answer differently from liberal scholars (those who do not believe it is God's Word but is just a human religious collection of documents) because they differ over the first big question of the divine origin and thus, the authority and trustworthiness of the Scriptures. That presupposition is the major divider between what I call biblical conservatives and liberals and it affects everything else they think about the text and do with it. This assignment assumes basic agreement with Waltke on this and is **not** intended to discuss inspiration and divine authority of the text. (The student is welcome to discuss any questions about the divine nature of the OT with the professor outside of this assignment.) I believe that the texts of the OT teach theology and that that theology is God's truth. However, this assignment is to focus on the other major questions that one must deal with when seeking to derive theology from the 39 books of the Old Testament for Christians. This is **not** about specific questions of interpreting certain OT texts. Rather, it is about key, questions about the nature of the OT texts in relation to theology, such as the one summed up in Waltke's statement on page 12 that "A theology of the OT must account for both the . . . and the . . ." which you must cover as one of the four to six issues. Two others are the relationship of actual history to the OT texts and the relationship of OT narrative to theology. Another, is that you must decide how you view the relationship between the OT and the NT and how that affects how you do OT theology.

C) TURN IN, on **Wednesday, January 22**, a few broad categories of the **major approaches** scholars have taken to covering the subject – *the basic kinds of ways they have organized the coverage of the OT material* and produced Old Testament theology books. Look at the table of contents of the OT theologies under files on Course Commons, prefixed with "OT Theo" before the last name, to see how they are organized: Davidson, Eichrodt, Von Rad, Payne, Martens, Kaiser, House, Goldingay, Merrill, and Routledge. Briefly summarize Waltke's approach. Be sure you consider what he says in the Introduction section of Chapter 6. Finally, state your opinion about the best way to cover the teachings of the OT in a seminar for your peers – what basic outline would you follow (other than book by book).

D) Finally, consider for discussion on January 22, but do not turn in, **how one goes about deriving theology from an OT passage or book**. Identify the major principles and categories of study that Waltke explains, especially in Chapter 3. II. C., chapters 4 and 5. We will summarize them in class. Know that there is far too much detail in these chapters.

**3A.** TURN IN, **Wednesday, February 12**, your choice of a biblical-theological theme/topic for the research paper below. (A list of some suggested topics is in the handouts but realize that they usually need to be more specifically narrowed down.) The theme should be one that you

have a strong interest in and which will benefit your ministry. It must have *at least one* significant Scripture reference to the theme from *each* of the four English Bible groupings of Pentateuch, history, poetry & wisdom, and prophets (preferably more than one verse; this study should cover all the major OT references to your theme). A theme that does not show up in at least one verse from each of the four blocks of the OT does not qualify for this assignment. (But note that your project outline does not need to follow these canonical groupings. Most themes are better organized topically.)

**3B. TURN IN, Wednesday, February 12** from a major passage(s) for your theme, at least one Hebrew word that you will study because it is important for understanding your theme. Give the transliteration of the Hebrew word (see NIDOTTE), the page number in the NIV Hebrew English Concordance where it lists every place where that Hebrew word is found in the OT, the first and last verses listed for the word there, and the volume, page number, and author for the article on it in NIDOTTE (*New International Dictionary of Old Testament Theology and Exegesis* **Ref. BS 440.N38**). This assignment is just to show you are able to use these essential tools for your biblical theological theme research project, due later in the course. Further detailed instructions are in the handouts and will be covered in class.

**4. For Wednesday, March 25**, READ a book of the Old Testament, of your choice, in one sitting, (shorter books are recommended, but especially a book that contains a significant contribution to your theme study). The purpose is to grasp its major theological message and main themes. Take down some of your thoughts on them and then read the sections of the following sources that relate to the book of the OT that you chose:

Waltke's An Old Testament Theology, House's OT Theology (on reserve in the library), the article on your OT book in volume 4 of NIDOTTE, and the theology sections of the introductions of two of the best exegetical commentaries on the book (see list in handouts of the best commentaries).

TURN IN, **on March 25**, a page or two of your summary of the theological message and major themes of the book with a view toward preaching the book as a whole. Give your one sentence or long phrase summary of the message of the whole book, then elaborate briefly on it. Give a very brief, basic outline of the major divisions of the flow of thought of the book, making an effort to put them in terms of theological truths being emphasized by the inspired writer. Finally, give a list of the main OT theological themes that are part of this book. See my example for Numbers in the handouts but expound the message a little more than I did.

You will SIGN, as part of the course readings accountability sheet to be turned in on the last class, **April 24**, that you have read the above book in one sitting and have read the required sources on it.

**5. TURN IN, by Wednesday, April 15**, a typed 11-13 page research paper, OR present in class or in my office a detailed outline, of your biblical-theological researched findings on an OT theology theme/topic of your choice (submitted for approval by the professor by February 12). This is to be an exegetical, Biblical-theological, study for teaching in the church, with strong application of principles for God's people today. This study must demonstrate good

interpretive method including the following, **to qualify for an A grade** (also see the handouts about method and tools):

A. Concordance work, mainly focusing on key Hebrew words (Kohlenberger, John R., III, and James W. Swanson. *The Hebrew English Concordance To The Old Testament With The New International Version* **Ref. BS 1121.K65**, coded to the NIV number system, OR a computer program that searches the Hebrew words), which uncovers all the major passages on the theme/topic in which the key Hebrew words are used. (This is the heart of the study.) Then, do good word study analysis of the concepts expressed by them, including reading the articles on those words in the wordbooks, especially *NIDOTTE*.

B. Quick but accurate exegetical analysis of the meaning of each important passage on the theme in the context of the message of that book, taking into account the ANE background, using the *Dictionary of Biblical Imagery*, the *Zondervan Illustrated Bible Backgrounds Commentary: Old Testament*, biblical encyclopedia articles, and other background sources, and the best, scholarly, exegetical, commentaries on each passage (usually about 3 or so on each significant passage; see my list in the handouts). Do your own analysis first before reading the scholars' opinions.

C. Read at least one scholarly journal article related to your theme for an A grade), and be sure to check any scholarly books specifically on your theme for helpful insights.

D. Check at least the following OT theologies for anything they have that relates to your theme: Davidson, Eichrodt, Von Rad, Payne, Martens, Goldingay, House, Dyrness, and Waltke (see Bibliography and library reserve books for these). Also check The IVP *Dictionary of the OT* in four volumes.

E. Draw conclusions on what God is teaching on your theme/topic through the various passages of the Scriptures in terms of principles which can be applied to the lives of Christians today.

I greatly prefer that as many students as possible benefit the rest of the class from what you have learned about your theme by presenting an outline during a session, for 20-30 minutes. You may pick any class session you want, up to and including the last class, during finals week (times given out to whomever asks first). You must have an outline to hand out to the class and you are welcome to use power point. The class copies should not have the full bibliography – only the most helpful few and any ones you cited, and not on a separate page. A full bibliography of all sources consulted is only required for the professor. Doing a presentation will only help your grade be higher than what you would get for a paper only; it cannot cause a lower grade.

The **bibliography** for the project, turned in to the professor, must include all sources consulted (not just cited) so that I can see the extent of the research you did and must follow 17.1.8.2 in the latest edition of Turabian for separately authored articles in books (see example in handouts). Be sure to follow the Checklist of Resources in the handouts in doing your research. Do your own analysis first before reading the scholars' opinions. You should take into account any progressive revelation. Provide a title page but no cover; just staple it. For more on form and style see instructions earlier above.

7. **TURN IN, on Wednesday, April 22**, a final synthesis essay over major concepts in the course. An instruction sheet will be given out a few weeks prior to the due date.)

## Assessment

### Grading Policy

Reading assignments and class participation	10%
Paper on doing OT Theology	14%
Reading and summarizing the themes of an OT book	8%
Final Synthesis Essays	28%
Research paper on a theme in the OT	40%

Late work may be penalized 1 point per day using a 12 point scale where 12=A and 1= F

### Grading Scale

100% ▶	93% ▶	89% ▶	86% ▶	83% ▶	80% ▶	76% ▶	73% ▶	69% ▶	66% ▶	63% ▶	59% ▶
94%	90%	87%	84%	80%	77%	74%	70%	67%	64%	60%	0%
<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>F</b>

### Grade Access

Assignments will be returned with notations and grades within two weeks.

### The Temporary Grade of Incomplete

An "I" (Incomplete) applies to work of acceptable quality when one or more required assignments are not completed because of illness, accident, death in the family, or other satisfactory reason. The request for an Incomplete should be student-initiated. The *Incomplete (I) Grade Request Form* may be obtained from your administrative assistant in your department.

## Selected Bibliography

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## **Specific Data**

Syllabus prepared by Roger D. Cotton, Th.D., December 2019

## **Academic Integrity**

As participants in a Christian university, members of the broader academic community, and active 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 the section IX. University Policies: Academic Integrity.

## **Accommodation Statement**

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.

## **Inclusive Language**

The Assemblies of God Theological Seminary employs inclusive language for human beings in both verbal and written communication. This commitment to equality and community is rooted in the biblical revelation of God's will to form one united people, including men and women from every nation, people, tongue, and tribe (Rev 7:7-9). In regard to biblical texts, the integrity of the original expressions and the names of God should be respected. Students must use inclusive language in all assignments.

## Electronic Devices in the Classroom

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 or 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.

## University Resources

Evangel University Libraries

**Klaude Kendrick Library's** physical holdings currently includes approximately 120,000 bound volumes, 3,100 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study. The facility includes a computer center, equipped with 13 computers, multiple laser printers, and a copy machine/scanner/printer, providing access to productivity software, library resources and the Internet. The library also provides access to a wireless network throughout the facility.

The **Cordas C. Burnett Library** is the major information resource center of AGTS. Its physical holdings currently includes 127,726 bound volumes, 5,561 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study.

To access the library catalogs and resources online, visit [Evangel University Libraries](#). Evangel's libraries include computer centers, equipped with computers and a copy machine/scanner/color printer, providing access to productivity software, library resources, and the Internet. The libraries also provides access to a wireless network throughout the facility.

The Write Place

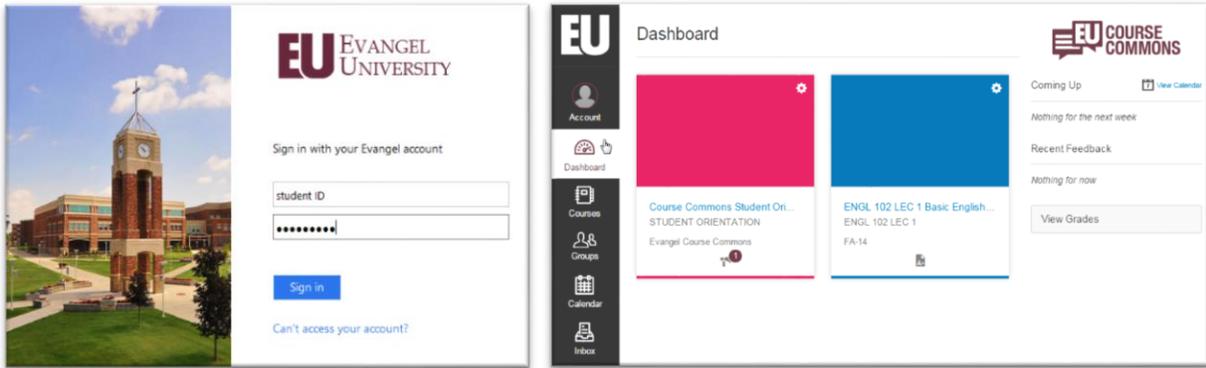
The Write Place is a free service available to all Evangel students. The tutors in The Write Place offer tutoring and support to help each student through the writing process. Although The Write Place is not an editing service, the tutors do teach correct grammar and punctuation, which then may be applied to the student's paper. Students must engage tutors directly and take an active role in the correction process. The Write Place is available to online students. For more information or to set up an appointment, see [The Write Place Online](#).

The Center for Student Success

The Center for Student Success is also available to all Evangel student. The Center for Student Success provides tutoring, coaching and academic support. The Center for Student Success is located in Zimmerman Hall 208. The Center for Student Success is available to online students. For more information or to set up an appointment, see [The Center for Student Success](#).

## Course Commons

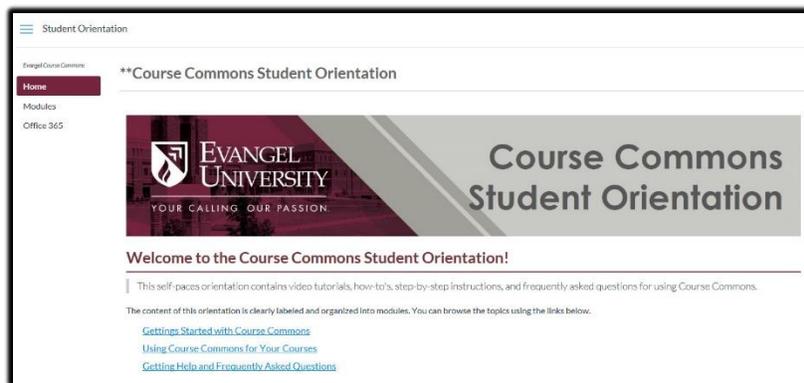
This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.edu>.



*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:

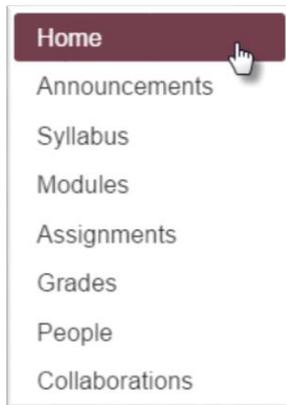
[How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days *before* the official beginning of the semester. If students have not completed their financial registration by the first official day of class, their 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

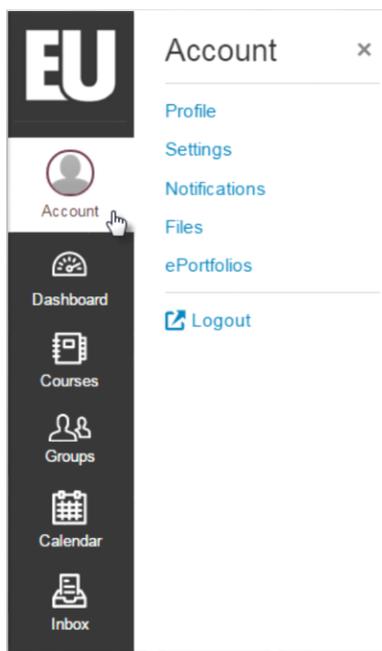
The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.



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 Support menu from any page in Course Commons.

Click on the Support 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 Support menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem. You can browse the [Canvas Student Guide](#) for help on a specific topic.

## 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 Support 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 [studenthelp@evangel.edu](mailto:studenthelp@evangel.edu) (email) or call 417-865-2815 ext. 4357 (HELP). Please allow 24 hours for a response on a weekday and 48 hours for a response on the weekend.

## Support



### [Course Commons Student Orientation](#)

This course provides on-demand video tutorials for using Course Commons.

### [The Center for Student Success](#)

Your success is our goal! This course contains resources for career planning, student employment, tutoring and academic support.

### [The Write Place](#)

Find resources and connect with tutors to help you hone your writing skills.

### [Ask Your Instructor a Question](#)

Questions are submitted to your instructor

### [Search the Canvas Guides](#)

Find answers to common questions

### [Report a Problem](#)

If Canvas misbehaves, tell us about it