

New Testament II Online NT 602Z

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Elective. *Three credit hours.*

Course Description

The course explores the background, literary art, theological teaching, and contemporary message of Romans through Revelation. Attention is given to the canonical significance of these writings and to their value for ministry.

Course Objectives

The Seminary Mission Statement maintains that "The mission of Erskine Theological Seminary is to educate persons for service in the Christian Church." The ministry of the church is grounded in an understanding of the life, work, ministry, death and resurrection of Jesus as well as a knowledge of the experiences of those who first followed Him. This course is a direct expression of the Seminary's mission.

More specifically, by the end of this course, the student should be able to:

1. Sketch the major important events in the Roman Empire that affected the Christian church in the first century A.D.;
2. List the historical facts that can be known with reasonable certainty about Paul;
3. Describe the major sources for our information about Paul and the problems with using each one;
4. Describe the major influences on the thinking of Paul;
5. Show how the letters of the New Testament are like and unlike first-century Greco-Roman letters;
6. Describe the circumstances behind and basic contents of each of the Pauline letters in the New Testament;
7. Describe the general conditions of the Christian church during the last three decades of the first century A.D.;

8. List the arguments for and against the Pauline authorship of the Pastoral Letters;
9. Describe the situation addressed, unique features, and major themes of Hebrews, James, First and Second Peter, First, Second, and Third John, and Jude;
10. Define Gnosticism and show why it was such a threat to the early church;
11. Define apocalyptic literature and the apocalyptic movement in Israel and demonstrate how the book of Revelation is both like and unlike apocalyptic literature;
12. Describe the different methods that have been used to interpret the book of Revelation;
13. Describe the historical circumstances behind the book of Revelation, its structure, and its major themes;
14. Give a brief historical account of the process by which the New Testament came to be canonized;
15. List and describe the major tools available for studying the New Testament.

Required Texts

Students continue to be responsible for securing their own required textbooks. As a convenience, there is a bookstore on the seminary's home page. To access this site and its information, locate textbooks, and compare prices, go to <http://www.erskineseminary.org/bookstore.html>

The online bookstore will be a portal with links to Amazon, CBD, Barnes & Noble, the Erskine Campus Bookstore, and perhaps others. A limited number of copies of each textbook may be available from the Erskine Campus Bookstore, and copies may be ordered through that Bookstore.

- Brown, Raymond E. *An Introduction to the New Testament*. New York: Doubleday, 1997.
- Richards, E. Randolph. *Paul and First-Century Letter Writing*. Downers Grove, Ill.: InterVarsity, 2005.
- Soulen, Richard N. and R. Kendall Soulen. *Handbook of Biblical Criticism*. Third Edition. Louisville: Westminster/John Knox, 2001.
- Wilken, Robert Louis. *The Christians as the Romans Saw Them*. Second Edition. New Haven: Yale University Press, 2003.

In addition, the student will need a copy of the New Testament in a translation of his/her choice. Students who are proficient in Greek are encouraged to use the Greek New Testament.

Grading Criteria

The following grading scale, from the Seminary catalog is used to assign a numeric value to each completed assignment. All scores are weighted equally. Your final grade is the average of each grade received. A letter grade will be computed on the basis of your average raw score using the following grade scale recently adopted by the Seminary faculty:

- A Level Work = Exemplary ability to differentiate constituent parts; assess and critique theories, thoughts, ideas, concepts, proposals, and relevant literature; and the ability to reason in a logical and compelling manner.
- B Level Work = Reflects above average grasp of the subject matter; displays a superior ability to use new knowledge in a creative manner; and can demonstrate an above average ability to discriminate among alternative viewpoints.
- C Level Work = Adequate but not exceptional ability to think cogently and clearly; sufficient ability to understand and comprehend subject matter; and a satisfactory ability to integrate and organize course concepts in a logical and coherent manner.
- D Level Work = Inadequate mastery of basic facts and information presented in the course; insufficient or inappropriate use of common terms and language indicating an inadequate grasp of the material; and an inferior ability to analyze and judge proposals, ideas or concepts.

Erskine Seminary Grading Scale:

100-95	A	85-84	C+	71-70	D-
94-93	A-	83-80	C		
92-91	B+	79-78	C-	69-0	F
90-88	B	77-76	D+		
87-86	B-	75-72	D		

Course Components

FAQ's

1. All assignments must be submitted via e-mail attachments unless otherwise notified.
2. Please use Microsoft Word when submitting assignments electronically.
3. All assignments should be clearly marked on the e-mail subject line with the student's last name and assignment number. Failure to include this information will result in a returned assignment.

COURSE PLATFORM

Erskine Seminary is accredited by the Association of Theological Schools (ATS). According to the ATS Standard 10.3.4.3, "Institutions shall ensure that distance

education programs provide appropriate opportunity for collaboration, personal development, interaction among peers within a community of learning, and supervised field or internship opportunities when appropriate to the degree program.” It is with this stipulation that EDEN has implemented a web-based learning platform which will serve to provide a number of collaborative learning experiences. The learning platform is Moodle and according to their website, “Moodle is a course management system designed to help educators who want to create quality online courses . . . and create effective online learning communities.” You will be provided with additional information concerning Moodle tutorials, site information, and the peer mentoring program. In order to meet the online discussion component of this course, you will need:

- A computer (or access to a computer)
- High speed access to the Internet

Course Assignments

The purpose and objectives of this course will be achieved through four learning components.

The first is the **Lecture Component**. The student will demonstrate his/her mastery of the material by watching the e-lectures and taking 3 exams.

The second is the **Reading Component**. The student will complete the reading of the required textbooks. Students build on the e-lectures by completing the required reading.

The third is the **Collaborative Component**. The student will participate in an online journal. Each student is expected to actively participate in ongoing journal postings in the online classroom for this course located on the EDEN web page.

The fourth is the **Written Component**. The student will submit two written assignments.

*These four components will provide a balanced learning experience for the thoughtful student. **The total hourly commitment for this course is expected to be approximately 120 hours.***

Course Outline

I. An Introduction to the Pauline Literature

- A. The quest for the historical Paul and a review of the book of Acts
- B. The place of Paul in the early Christian church
- C. Paul as a missionary
- D. Paul as the church’s first great theologian
- E. Paul as a letter writer
- F. Paul’s letters as “response” letters
- G. Basic resources for the study of Paul
- H. Major influences on Paul

- I. Tensions in first-century church life
 1. Hostility from Judaism and Rome
 2. The Jew-Gentile issue
 3. The delayed parousia
 4. The death of the eye-witnesses
 5. The peril of false teaching
 6. The influence of pagan thought and lifestyles

- II. **Paul's Letter to the Romans**
 - A. Introduction
 - B. The historical circumstances behind and purpose of Romans
 - C. The structure of Romans
 1. Paul's introduction of himself (1:1-17)
 2. The universal need of salvation (1:18--3:20)
 3. God's provision of salvation (3:21--4:25)
 4. The results of God's salvation (5:1--8:39)
 5. Jews and Gentiles in God's plan (9:1--11:36)
 6. Christian faith in action and attitude (12:1--15:33)
 7. Personal greetings (16:1-27)
 - D. Major problems in interpretation in Romans
 - E. The themes of Romans

- III. **Paul's Letters to the Corinthians**
 - A. Introduction
 - B. The number of Corinthian letters?
 - C. The city of Corinth
 - D. The circumstances behind the Corinthian letters
 - E. The structure of First Corinthians
 1. Paul's introduction of himself (1:1-9)
 2. Problems in the Corinthian church (1:10--6:20)
 3. Questions raised by the Corinthian church (7:1--14:40)
 4. Teaching about the resurrection (15:1-58)
 5. Conclusion (16:1-24)
 - F. The structure of Second Corinthians
 1. Paul's greeting (1:1-2)
 2. Paul's thanksgiving (1:3-11)
 3. Paul's defense of his travel plans (1:12--2:13)
 4. The nature and purpose of Paul's ministry (2:14--7:4)
 5. Titus' report (7:5-16)
 6. Paul's instructions about the collection (8:1--9:15)
 7. Paul's defense of his ministry against false apostles (10:1--13:13)
 - G. The major themes of the Corinthian letters

- IV. **Paul's Letter to the Galatians**
 - A. Introduction

- B. The identity of the Galatians
 - C. The circumstances behind Galatians
 - D. Paul's opponents in Galatia
 - E. The structure of Galatians
 - 1. Paul's defense of his apostleship (1:1--2:21)
 - 2. Paul's defense of the gospel of grace (3:1--4:31)
 - 3. The life of faith (5:1--6:18)
 - F. The major themes in Galatians
- V. Paul's Prison Letters (Ephesians, Philippians, Colossians, Philemon)**
- A. Introduction
 - B. The time and place of Paul's imprisonment
 - C. Paul's letter to the Ephesians
 - 1. The Pauline authorship of Ephesians
 - 2. The circumstances behind Ephesians
 - 3. The structure of Ephesians
 - a. Paul's greeting (1:1-2)
 - b. God's perfect workmanship (1:3--3:21)
 - c. The worthy life (4:1--6:20)
 - D. Paul's letter to the Philippians
 - 1. The circumstances behind Philippians
 - 2. The unity of Philippians
 - 3. The structure of Philippians
 - a. Paul's greeting (1:1-11)
 - b. Paul's response to his present situation (1:12-26)
 - c. Living the worthy life (1:27-2:18)
 - d. Paul's recommendation of Epaphroditus (2:19-30)
 - e. Various reflections and admonitions (3:1--4:20)
 - f. Benediction (4:21-23)
 - 4. The major themes in Philippians
 - E. Paul's letter to the Colossians
 - 1. The city of Colossae
 - 2. Historical circumstances behind Colossians
 - 3. The Colossian heresy
 - 4. The structure of Colossians
 - a. Paul's introduction (1:1-14)
 - b. The supremacy of Christ (1:15-2:7)
 - c. The problems faced by the Colossians (2:8--3:4)
 - d. Practical instructions (3:5--4:6)
 - e. Epilogue (4:7-18)
 - 5. The major themes of Colossians
 - F. Paul's letter to Philemon
 - 1. The identity of Philemon
 - 2. The identity of Onesimus
 - 3. The circumstances behind the letter to Philemon
 - 4. The major theme of Philemon

VI. Paul's Letters to the Thessalonians

- A. Introduction
- B. The church at Thessalonica
- C. Interpretative problems with the Thessalonian letters
- D. The circumstances behind the Thessalonian letters
- E. The structure of First Thessalonians
 - 1. Paul's thanksgiving for the Thessalonians (1:1-10)
 - 2. Paul's work with the Thessalonians (2:1-12)
 - 3. Paul's thanksgiving and concern for the Thessalonian church (2:13--3:13)
 - 4. The worthy Christian walk (4:1-12)
 - 5. The Second Coming (4:13-18)
 - 6. Walking in the light (5:1-22)
- F. The major themes of First Thessalonians
- G. The structure of Second Thessalonians
 - 1. Paul's thanksgiving for the Thessalonians (1:1-12)
 - 2. Paul's continued teaching about the Second Coming (2:1-12)
Excursus: The Man of Sin (Lawlessness)
 - 3. Paul's encouragement of the Thessalonians (2:13--3:5)
 - 4. Paul's command for radical discipline (3:6-18)
- H. The major themes of Second Thessalonians

VII. The Pastoral Letters (1 and 2 Timothy, Titus)

- A. Introduction
- B. The Pauline authorship of the Pastorals
- C. The condition of the church presupposed in the Pastorals
- D. The structure of 1 Timothy
 - 1. Salutation (1:1-2)
 - 2. An attack on the doctrine of the false teachers (1:3-20)
 - 3. Instructions about church order (2:1--3:16)
 - 4. An attack on the behavior of the false teachers (4:1-10)
 - 5. Further instructions about church order (4:11--6:19)
 - 6. Conclusion (6:20-21)
- E. The structure of 2 Timothy
 - 1. Salutation (1:1-2)
 - 2. Encouragement to bear witness (1:3--2:13)
 - 3. Encouragement to good behavior in all respects (2:14--4:8)
 - 4. Paul's personal situation (4:9-18)
 - 5. Closing greetings (4:19-22)
- F. The structure of Titus
 - 1. Salutation (1:1-4)
 - 2. Instructions about ordained ministry (1:5-9)
 - 3. An attack on false teaching (1:10-16)
 - 4. Encouragement to proper Christian behavior (2:1--3:7)
 - 5. A renewed attack on false teaching (3:8-11)

6. Personal notes (3:12-14)
7. Closing greetings (3:15)

VIII. The General Letters (Hebrews, James, 1 and 2 Peter, Jude, 1, 2, and 3 John)

- A. Introduction
- B. The general characteristics of the church from A. D. 70-100
- C. The letter to the Hebrews
 1. The literary genre of Hebrews
 2. Authorship, date, and purpose of Hebrews
 3. The use of the Old Testament in Hebrews
 4. The structure of Hebrews
 - a. Jesus as Son of God and Savior of Men (1:1--3:6)
 - b. Encouragement to approach God (3:7--4:13)
 - c. Jesus as High Priest (4:14--5:10)
 - d. Encouragement to become mature in the faith (5:11--6:20)
 - e. Jesus as High Priest after the order of Melchizedek (7:1--10:18)
 - f. Practical instruction (10:19-39)
 - g. Jesus as the Pioneer and Perfector of faith (11:1-39)
 - h. The life of faith (12:1--13:17)
 - i. Closing benediction and greetings (13:18-25)
 5. The major themes of Hebrews
- D. The letter of James
 1. The literary form of James
 2. The alleged conflict between James and Paul
 3. Authorship, date, destination, and purpose of James
 4. The structure of James
 - a. The address (1:1)
 - b. Trials in the Christian experience (1:2-18)
 - c. Hearing and doing the Word (1:19-27)
 - d. Avoiding partiality and living by love (2:1-12)
 - e. Faith and works (2:13-26)
 - f. The tongue (3:1-12)
 - g. Heavenly wisdom instead of earthly wisdom (3:13-18)
 - h. God's peace (4:1-10)
 - i. Various warnings and encouragements (4:11--5:20)
 5. The themes of James
- E. The letters of Peter
 1. Authorship, date, destination, and purposes of 1 and 2 Peter
 2. The authenticity of 2 Peter
 3. The structure of 1 Peter
 - a. Opening greetings (1:1-2)
 - b. A blessing (1:3-9)
 - c. An exhortation to holiness (1:10--2:10)

- d. An exhortation on Christian obligations (2:11--3:12)
- e. Further exhortations (3:13--4:6)
- f. The nearness of the End (4:7-11)
- g. Suffering in the Christian life (4:12--5:11)
- h. Closing greetings (5:12-14)
- 4. The structure of 2 Peter
 - a. Salutation (1:1-2)
 - b. Exhortation to holy living (1:3-21)
 - c. An attack on false teachers (2:1-22)
 - d. The coming Day of the Lord (3:1-10)
 - e. Practical instructions and concluding doxology (3:11-18)
- 5. The themes of 1 and 2 Peter
- G. The letter of Jude
 - 1. The unique features of Jude
 - 2. The purpose of Jude
 - 3. The themes of Jude
- H. The letters of John
 - 1. The letters of John and the Gospel of John
 - 2. The Johannine community
 - 3. Authorship, date, destination and purposes of the letters of John
 - 4. The Gnostic threat in the early church
 - 5. A summary of the contents of the letters of John
 - 6. The themes of the letters of John

IX. The Book of Revelation

- A. Introduction
- B. Revelation and the apocalyptic movement
- C. The peculiar features of Revelation
- D. Methods of interpreting Revelation
- E. A guide to the symbolism of Revelation
- F. The historical circumstances behind Revelation
- G. The structure of Revelation
 - 1. Prologue (1:1-20)
 - 2. The letters to the seven churches (2:1--3:22)
 - 3. The central vision of the Revelation (4:1--5:14)
 - 4. The seven seals (6:1--8:5)
 - 5. The seven trumpets (8:6--11:19)
 - 6. Seven important signs (12:1--14:20)
 - 7. The seven bowls (15:1--16:21)
 - 8. The triumph of God and His ways (17:1--20:15)
 - 9. A new heaven and a new earth (21:1--22:5)
 - 10. Epilogue (22:6-21)
- I. The themes of the book of Revelation

X. The New Testament Canon

- A. Introduction

- B. The probable historical development of the canon of the New Testament
- C. The New Testament Apocrypha

ASSIGNMENT ONE: E-Lectures

Master the content of course lectures by listening and watching all e-lectures and completing 3 exams. These tests are to be requested from me when the student is at that point in the course.

ASSIGNMENT TWO: Required Reading

Maintain Journal/Reading Log

Each student will read the assigned readings (see schedule below). As the student reads, he or she will maintain a journal throughout the course of the semester in which he or she records significant insights, questions, or challenges relating to the reading. The journal must include, but does not necessarily have to be limited to, the following:

- Insights and reactions to assigned readings as each assignment is read
- Insights to personal growth and awareness of the student's understanding of the New Testament

ASSIGNMENT THREE: Online journal

There is evidence to suggest that students who actively engage with others in an online environment earn higher scores than other students. Online discussions and interaction provide a rich and stimulating environment of collaboration, interaction, and community building. Students participating in online discussions tend to provide more thought-provoking comments, richly detailed responses, and insightful observations.

Each student will post an entry to the online journal each **week**. As the student completes the required reading for this course, listens to the e-lectures, or thinks through course-related issues, he or she will post an entry relating significant insights, questions, or challenges for others.

In order to facilitate community building, fellow students (if available) will respond **each week** to the journal entries as a way of encouraging each other and adding to the observations posted by their classmates. Additionally, peer mentors and/or the course professor will respond **to selected entries**. Retroactive posting will not be accepted.

Please note: Part of your grade depends on collaborative learning

ASSIGNMENT FOUR: Papers

The student will submit two written assignments.

Reading/Lecture Schedule

The following course management system is designed to provide you an advance organizer of course assignments.

MODULE 1

All work for the first module should be completed five weeks from the start of the semester.

Week	Lectures to View	Assignments Due
1	Lecture 1 Lecture 2 Lecture 3	1. Read Raymond E. Brown, <i>An Introduction to the New Testament</i> , pp. 409-455. 2. Read the following article(s) In Soulen and Soulen, <i>Handbook of Biblical Criticism</i> : "Letter" (p. 102); "Paraenesis" (pp. 132-133). 3. Begin working on the first paper: an analysis of <i>Paul and First-Century Letter Writing</i> by E. Randolph Richards. This analysis is due at the end of the first month.
2	Lecture 4 Lecture 5 Lecture 6	1. Read carefully Romans 1-16 in a translation of your choice. Note peculiar and interesting features of the letter. 2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i> , pp. 559-584. 3. Continue working on paper.
3	Lecture 7 Lecture 8 Lecture 9	1. Continue reading Romans 1-16 in a translation of your choice. 2. Continue reading Brown, <i>An Introduction to the New Testament</i> , pp. 559-584. 3. Continue working on paper.
4	Lecture 10 Lecture 11 Lecture 12	1. Read carefully 1 Corinthians 1-16 and 2 Corinthians 1-13. Note your impressions and any peculiar features of each letter. 2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i> , pp. 511-558.
5		TEST # 1. Please contact me for this test. Richards paper due.

MODULE 2

All work for the second module should be completed ten weeks from the start of the semester.

Week	Lectures to view	Assignments Due
6	Lecture 13 Lecture 14 Lecture 15	<ol style="list-style-type: none"> 1. Read carefully Galatians 1-6. Note especially the tone of the letter and imagine its effects on the hearers. Note any unusual features. 2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. 467-482. 3. Begin working on the second paper: an analysis of <i>The Christians as the Romans Saw Them</i> by Robert Louis Wilken.
7	Lecture 16 Lecture 17 Lecture 18	<ol style="list-style-type: none"> 1. Read carefully Ephesians 1-6; Philippians 1-4; Colossians 1-4, and Philemon. Note any unusual features of these letters. 2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. 483-510; 599-637. 3. Continue second paper.
8	Lecture 19 Lecture 20 Lecture 21	<ol style="list-style-type: none"> 1. Read carefully 1 Thessalonians 1-5 and 2 Thessalonians 1-3. Note the significant differences between the two letters. 2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. 456-466; 590-598. 3. Continue second paper.
9	Lecture 22 Lecture 23 Lecture 24	<ol style="list-style-type: none"> 1. Read carefully 1 Timothy 1-6, 2 Timothy 1-4, and Titus 1-3. Note especially the characteristics of the life of the church that emerge from these letters. 2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i>, pp. 585-589; 638-680. 3. Read the following article(s) In Soulen and Soulen, <i>Handbook of Biblical Criticism</i>: "Deuteropauline" (p. 47); "Pseudonymity" (p. 149).
10		TEST # 2. Please contact me for this test. Wilken paper due.

MODULE #3

All work for the third module (and the course) should be completed fourteen weeks from the start of the semester.

Week	Lectures to view	Assignments Due
11	Lecture 25 Lecture 26 Lecture 27	1. Read carefully Hebrews 1-13; James 1-5; 1 Peter 1-5; 2 Peter 1-3; Jude; 1 John 1-5; 2 John; 3 John. As you read, try to determine what the conditions of the church were like when these letters were written. 2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i> , pp. 681-772.
12		1. Read carefully Hebrews 1-13; James 1-5; 1 Peter 1-5; 2 Peter 1-3; Jude; 1 John 1-5; 2 John; 3 John. As you read, try to determine what the conditions of the church were like when these letters were written. 2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i> , pp. 681-772.
13	Lecture 28 Lecture 29 Lecture 30	1. Read carefully Revelation 1-22. Note the various kinds of imagery that is used in the book. 2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i> , pp. 773-813. 3. Read the following article(s) In Soulen and Soulen, <i>Handbook of Biblical Criticism</i> : "Apocalyptic; Apocalyptic Literature" (pp. 8-10); "Eschatology" (pp. 55-56).
14		1. Read carefully Revelation 1-22. Note the various kinds of imagery that is used in the book. 2. Read Raymond E. Brown, <i>An Introduction to the New Testament</i> , pp. 773-813. 3. Read the following article(s) In Soulen and Soulen, <i>Handbook of Biblical Criticism</i> : "Apocalyptic; Apocalyptic Literature" (pp. 8-10); "Eschatology" (pp. 55-56). TEST # 3. Please contact me for this test.

Relevant Institutional and Class Policies

Conduct in Theological Discussions: Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

Language about God and Humanity: Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

Late or Incomplete Work: The grade of "I" or incomplete is given at the discretion of the professor. A grade of "I" is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An "I" in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become "F."

Drop/Add/Withdrawal: Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract, and billing will be based on this registration. If the student decides not to take this class, he/she must complete a "drop/add" form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated

basis. Failure to withdraw from the class properly will result in the student's receiving a grade of "F" for the course, and full tuition charges will apply. No exceptions will be made to this policy.

Plagiarism

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and integrity of the Christian community:

Occurrences of plagiarism shall be considered 'documented' when the instructor is able to produce documentary evidence that plagiarism has occurred, and when the instructor has reason to believe that the plagiarism was motivated by a deliberate attempt to receive credit for ideas or work not the student's own. Where such plagiarism involves the theft of the academic work of another student, whether at Erskine or any other institution, it shall be designated 'documented theft of another student's work.'

The instructor involved, in consultation with the Dean, may recommend measures deemed appropriate. In cases of documented plagiarism or documented theft of another student's work, the offending student will automatically receive the following penalties:

- Failure of the course(s) in which plagiarized or stolen work is submitted
- Dismissal from the Seminary for a minimum of one semester
- Forfeiture of the right to tuition refunds during the semester(s) affected

Before such penalties are imposed, a committee of at least three faculty members must agree that they are appropriate to the case. Appeals in such cases may only be addressed, in writing, to the President of Erskine College and Theological Seminary.