

The Book of Acts Online NT 740Z

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Elective. *Three credit hours.*

Please be sure to read and familiarize yourself with ALL materials in this learning packet.

Welcome to the course, **Acts**. Although I cannot welcome you personally as I would on campus, I am available to discuss any aspect of this course through whatever communication medium is most convenient for you. I wish you well as you begin this fascinating study of perhaps the most intriguing of the Gospels.

All course materials must be purchased by the student prior to the drop date for the semester of enrollment for this course. Failure to purchase materials by this drop date will result in an automatic withdrawal from the course by action of the seminary Registrar. Please consult the latest edition of the seminary catalog for the drop dates for each semester. All course materials must be purchased by the student and cannot be borrowed or purchased from another student.

Note that there is a processing fee associated with Incompletes.

Course Description

This course seeks to understand the message of Acts by examining the following issues: origin and purpose, history of interpretation, theology, and the preaching and teaching of Acts. Special emphasis is given to using the book of Acts in understanding Church growth.

Course Purpose

The purpose of this course is to introduce the student to the background, purposes, structure, contents, and the message of Acts. Central in the book of Acts is the story of the birth, growth, and expansion of the Christian church in the Roman world of the first century. Yet, the church faced obstacles. The

emphasis in this course is upon the realism presented by Luke of the world in which the church was given birth and was empowered by God to overcome these obstacles and to carry out its mission. The focus of the course is upon the actual study of the text of Acts.

Learning Outcomes

The Seminary Mission Statement maintains: “The mission of Erskine Theological Seminary is to educate persons for service in the Christian church.” Central to the church’s ministry in the world is the proclamation of the gospel. Students are adequately prepared to engage in this ministry only when they have a good understanding of the New Testament and knowledge of how the church began, what obstacles it faced, and how it thrust itself out into the world with the gospel. This course in the book of Acts is a clear, direct expression of the whole purpose of Erskine Theological Seminary.

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

1. Summarize the basic options for the date, authorship, and purposes of the book of Acts;
2. Outline the basic structure of Acts;
3. Describe the purposes that have been set forth for Acts and discuss the strengths and weaknesses of each one;
4. Describe the probable relationship between the Gospel of Luke and the book of Acts;
5. List and describe the unique features/emphases in the book of Acts;
6. Interpret any passage in Acts in light of the book’s overall purposes and structure;
7. Describe the preaching/teaching value of the book of Acts;
8. List and describe at least five major works on the book of Acts and indicate why each one is important;
9. Begin a preliminary bibliography on the book of Acts.

Course Resources

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.

REQUIRED MATERIALS

- F. F. Bruce, *The Book of Acts*, Revised. Grand Rapids: Eerdmans, 1988. ISBN 0-8028-2505-2.
- Walter L. Liefeld, *Interpreting the Book of Acts*. Grand Rapids: Baker, 1995. ISBN 0-8010-2015-8.

RECOMMENDED READING

- Cadbury, Henry Joel. *The Making of Luke-Acts*, 2nd edition. New York: Macmillan Co., 1958.
- Conzelmann, H. *The Theology of St. Luke*, E.T. New York: Harper, 1960.
- Dodd, C. H. *The Apostolic Preaching and Its Developments*. London: Hodder and Stoughton, 1936, 1944.
- Fitzmyer, Joseph. *Luke the Theologian: Aspects of His Teaching*. New York: Paulist, 1989.
- Kistemaker, Simon J. *Exposition of the Acts of the Apostles*. Grand Rapids: Baker, 1990.
- Munck, J. *The Acts of the Apostles*. Garden City, N. Y.: Doubleday, 1967.
- Polhill, John B. *Acts*. Nashville: Broadman, 1992.
- Powell, Mark Allen. *What Are They Saying About Acts?* New York: Paulist, 1991.
- Sanders, E. P. *Paul and Palestinian Judaism*. Philadelphia: Fortress, 1977.
- Stagg, Frank. *The Book of Acts: The Early Struggle for an Unhindered Gospel*. Nashville: Broadman, 1955.
- Willimon, William H. *Acts*. Atlanta: John Knox, 1988.

COURSE MATERIALS

All course materials (except required texts) are available to the student in the online classroom.

Course Grading Criteria and Scale

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 FAQs

1. It is strongly recommended that all assignments be submitted via electronic mail.
2. Please use Microsoft Word.
3. All assignments should be clearly marked with name, assignment number and date. 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 online classroom 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 Components

The purpose and objectives of this course will be achieved through five learning components:

The first is the **Lecture Component**. The student will demonstrate his/her mastery of the material by listening to the required video portion (found online).

The second is the **Reading Component**. This component consists of two parts. First, the student must read the commentary by Bruce and maintain a Reading Log of the date, time spent, and pages read. The second component is an analysis of the second book by Walter Liefeld, *Interpreting the Book of Acts*. This paper must be typed, double-spaced, and should be no more than 12 pages long. In it, the student should describe the approach used by Liefeld, the author's understanding of the purpose(s) of Luke in the book of Acts, and an assessment of this work on Acts in terms of its strengths and weaknesses. Both the Reading Log and the paper are to be turned in to fulfill the Reading Component.

The third is the **Exegetical Component**. The student will choose a passage from Acts and prepare a thorough exegetical study of it using the exegetical procedure that is included with this syllabus. In order for the student to use this course to fulfill his/her New Testament exegetical requirement, the student must have successfully completed **Principles of Exegesis**. If the student has not taken POE, he/she may request permission from the professor to do another research assignment in lieu of the exegetical paper. A student, however, may choose to do the exegetical paper without having had POE, but the course still cannot be used to fulfill the New Testament exegetical requirement.

The fourth is the **Research Component**. The student will choose a topic and produce a paper of not more than 12 pages on some aspect of the background, theology, history of interpretation, etc. of the book of Acts. A list of sample topics is included with this syllabus. The student may choose one of these or may suggest one of his/her own.

The fifth 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.

Please note: Successful completion of this distance learning course will require that you set your own schedule and discipline yourself to stay on the schedule. I recommend that you begin the course by watching the e-lectures, write the required summaries of them, do the required reading (keeping notes as you read), maintain a Reading Log, prepare the Summary Paper, do the historical study, do the exegetical study, and prepare the assignment in practical theology. If you devote two hours per day to course assignments, you can complete this course in approximately two months. The time constraints of this course are self-imposed to a large degree. However, if you are working toward degree completion, please keep in mind the Seminary's expected time frame for degree

completion. Consult the most recent Seminary *Catalog* for specific time frames in your degree program. Each course assignment identifies the time required for completion, all things being equal. Some variation in time required to complete an assignment is to be expected due to a variety of factors.

SUGGESTED STEPS TO COURSE COMPLETION

1. Watch the e-lectures as you seek to gain a foundational knowledge and overview of the course.
2. Listen attentively and actively while taking notes either electronically or by hand. Seek to grasp the deeper level of comprehension of Acts. While you are listening for details about the story of the church as it is recorded in Acts, listen also for the “flow” and “patterns” of the story.
3. When you have completed Assignment One, move on to Assignment Two where you will be reading the massive commentary by F. F. Bruce and the monograph by Walter Liefeld. Break your reading into manageable chunks and avoid reading in lengthy marathon binges. It is a good idea to read Acts one section at a time using the course outline as your guide. When you have finished a section of Acts, then read Bruce’s treatment of it in his commentary. Do not substitute reading the commentary for reading the book of Acts itself. Begin your study by carefully reading the text of Acts. What were the conflicts faced by the apostles, the early church, and Paul? How does Luke show that the church was never perfect? How are the conflicts present in the church in Luke’s day still present today? How does Luke underscore the power and might of God as he tells us his story of the birth and expansion of the church? What principles of church growth and development are present in Acts? In your reading, highlight important sections or words with colored markers so that you can easily find them when you return to the text at a later time. Keep a Reading Log noting date, pages read, and time invested in each reading session. Review of this Log will enable you to determine whether or not you are maximizing your learning by reading in smaller segments with brief breaks of not more than one or two days between readings. You will need to submit this Reading Log along with your analysis of Liefeld’s book (*Interpreting the Book of Acts*) as a part of Assignment Two.
4. Assignment Four is research-oriented. As you read both required books, note sources that can help you with these assignments. Examine the books that are listed with this syllabus and those which are mentioned in the taped lectures which can help you in your research. Be sure to consult relevant journal articles on Acts. Remember that your papers will be graded both on their content and on how well you write. Be sure that your papers are fully documented in correct form and that you have proofread them carefully before you submit them for grading.

For all of your required papers, you may send to me a rough outline or a rough draft before you send me the final copy. I will evaluate this rough draft on the basis of content, make suggestions to you, and send it back to you. This gives you an opportunity to get feedback on your work without a grade. Submitting a rough draft is not a requirement but it is an option if you so desire.

Grading for this course will be done and your work returned to you as soon as possible. Generally, if you have not received graded work back in two to three weeks, please contact me. Your course grade will be turned in at the end of the semester like all other Erskine courses.

You may submit your finished work to me by any means (mail, fax, e-mail), **but you must include a self-addressed, stamped envelope if you want it returned to you.**

Course Outline

The contents of e-lectures are described below:

- I. An Introduction to the Book of Acts
 - A. The literary form of Acts
 - B. The book of Acts and the Gospel of Luke
 - C. Authorship and date of Acts
 - D. The purpose(s) of Acts
 - E. The structure of Acts
 - F. Unique features of Acts
 - G. A brief history of the interpretation of Acts
 - H. Paul in the book of Acts
 - I. Major works on Acts
- II. The Birth of the Christian Church (Acts 1:1—5:42)
 - A. Introduction
 - B. The Ascension of Jesus and the waiting (1:1-26)
 - C. The Day of Pentecost (2:1-47)
 - D. The conflict in Jerusalem (3:1—4:31)
 - E. Life in the early church (4:32—5:11)
 - F. Conflict with the Sanhedrin (5:12-42)
- III. The Persecution and Growth of the Church (Acts 6:1—9:31)
 - A. Introduction
 - B. Stephen and his significance in the life of the church (6:1—8:1a)
 - C. Philip and his significance in the life of the church (8:1b-40)
 - D. The conversion of Saul of Tarsus (9:1-31)
- IV. Peter and the Beginning of the Gentile Mission of the Church (Acts 9:32—12:24)
 - A. Introduction

- B. A historical portrait of Peter
 - C. Peter's ministry in western Judea (9:32-43)
 - D. Peter and Cornelius (10:1-48)
 - E. Peter and the Jerusalem church (11:1-18)
 - F. The great shift: From Jerusalem to Antioch (11:19-30)
 - G. The church and Herod Agrippa (12:1-24)
- V. The First Missionary Journey of Paul (Acts 12:25—15:35)
- A. Introduction
 - B. The significance of Paul's journeys for Acts
 - C. Barnabas and Saul (12:25—13:3)
 - D. The experience at Cyprus (13:4-12)
 - E. The experience at Pisidian Antioch (13:13-52)
 - F. The journey to Iconium, Lystra, and Derbe (14:1-28)
 - G. The Jerusalem Council (15:1-35)
- VI. The Second Missionary Journey of Paul (Acts 15:36—19:20)
- A. Introduction
 - B. Paul's missionary strategy
 - C. Paul's revisiting of newly planted churches (15:36—16:5)
 - D. Paul at Philippi (16:6-40)
 - E. Paul at Thessalonica, Berea, and Athens (17:1-34)
 - F. Paul at Corinth (18:1-17)
 - G. Paul at Ephesus (18:18—19:20)
- VII. The Third Missionary Journey of Paul (Acts 19:21—28:31)
- A. Introduction
 - B. The riot at Ephesus and Paul's visit to Macedonia and Greece (19:21—20:6)
 - C. Paul's journey to Jerusalem (20:7—21:16)
 - D. Paul at Jerusalem (21:17—23:30)
 - E. Paul at Caesarea (23:31—26:32)
 - F. Paul's voyage to Rome and the shipwreck (27:1-14)
 - G. The winter at Malta (28:1-10)
 - H. Paul in Rome (28:11-31)

Course Schedule

MODULE #1

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

Week	Lectures to View	Assignments Due
1	Lectures 1-3	<ul style="list-style-type: none"> • Begin 1-page summary of e-lectures • Online journal • Begin reading textbooks
2	Lectures 4-6	<ul style="list-style-type: none"> • Continue working on 1-page

		summary <ul style="list-style-type: none"> • Online journal • Continue reading textbooks
3	Lectures 7-9	<ul style="list-style-type: none"> • Continue working on 1-page summary • Online journal • Continue reading textbooks.
4	Lectures 10-12 Lectures 13-15	<ul style="list-style-type: none"> • Continue working on 1-page summary • Online journal • Assignment 2 due

MODULE #2

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

Week	Lectures to view	Assignments Due
5	Lectures 16-18 Lectures 19-21	<ul style="list-style-type: none"> • Continue working on 1-page summary of e-lectures • Online journal • Begin Assignment 3
6	Lectures 22-24	<ul style="list-style-type: none"> • Continue working on 1-page summary • Online journal • Continue Assignment 3
7	Lectures 25-27	<ul style="list-style-type: none"> • Continue working on 1-page summary • Online journal • Continue Assignment 3
8	Lectures 28-30 Lectures 31-33	<ul style="list-style-type: none"> • Online journal • Assignment 3 due

MODULE #3

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

Week	Assignments Due
9	<ul style="list-style-type: none"> • Online journal • Begin working on Assignment 4
10	<ul style="list-style-type: none"> • Online journal • Continue working on Assignment 4
11	<ul style="list-style-type: none"> • Online journal • Continue working on Assignment 4

12	<ul style="list-style-type: none"> • Online journal • Use this week to complete all course work and assignments.
13	<ul style="list-style-type: none"> • Assignment 4 due • Use this week to complete all course work and assignments.

Course Assignments

ASSIGNMENT ONE: E-Lectures

Description:

Master the content of course lectures by listening to and watching all e-lectures and writing a one-page summary (double-spaced) of the contents of the e-lecture. In your summary, discuss the major points made in the lecture series. If you choose, you can write a one-page outline of the lecture instead of a paper in narrative form. **This entire paper should be no more than 16 pages in length.**

Completing this assignment will count 20% of your final course grade. The total estimated time required for successful completion of this assignment is 20 hours.

Due Date: See schedule

ASSIGNMENT TWO: Required Reading

This assignment consists of two parts. First, the student should read F. F. Bruce, *The Book of Acts*, Revised (Grand Rapids: Eerdmans, 1988) in its entirety and should keep a Reading Log of the dates and pages read. The second requirement is to read Walter Liefeld, *Interpreting the Book of Acts* (Grand Rapids: Baker, 1995) in its entirety. On this second book, the student is to write a paper of not more than 12 pages (typed, double-spaced) in which he/she describes the author's approach to interpreting Acts, his understanding of Luke's purpose(s) in writing Acts, and an assessment of the strengths and weaknesses of Liefeld's approach to Acts. The paper should also include the student's own conclusions of the value of Liefeld's understanding of Acts for preaching/teaching from the book of Acts.

It is estimated that this assignment should take no more than 50 hours. The Reading Log and the analysis of *Interpreting the Book of Acts* will count 20% of the student's final course grade.

This Summary Paper should be no more than 12 pages long (double-spaced). It will be evaluated on the basis of how cogently and succinctly you summarize the assigned reading above as well as how you seem to understand what is said. It will also be graded on style and form. The total estimated time required for successful completion of Assignment Two is 50 hours. **This Summary Paper will count 20% of your final grade.**

ASSIGNMENT THREE: Exegetical paper

Prepare a detailed exegetical treatment of a passage in Acts using the following exegetical procedure as a guide. Your paper should be typed and double-spaced, well-documented with at least 10 resources, and in proper form. The style manual adopted by the Seminary is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th edition or later. All written work submitted should be done in light of the documentation standards set forth in this book. The exegesis paper should be no longer than 20 pages. It is advisable that you choose your passage, inform me of the passage you plan to study, and wait for my approval before you begin your work. The purpose of your informing me is to make sure that you have chosen a self-contained unit and that you are aware of any major interpretative problems that your passage may contain.

A SIMPLIFIED EXEGETICAL PROCEDURE FOR A NEW TESTAMENT TEXT

1. **Choose your text.** The text must be a self-contained unit. This means that it needs to have a definite beginning, a definite ending, and some movement or progression between these two points. The paragraph divisions in recent English translations are usually good indicators of self-contained units. Your text may be made up of one or more paragraphs. You need to decide how many paragraphs you will treat, but remember that your text must make sense and you must treat thoroughly each part.
2. **Translate the text if you work with Greek.** In your translation, parse all verbals and describe any unusual grammatical features. Discuss any significant textual variants and establish what you think is the more original reading of the text you study.

RESOURCES: Greek text; lexicons; commentaries; textual commentary; Greek grammars.

3. **If you do not work with the Greek, compare 4 English translations.** Reproduce your passage (pericope) in each of these translations. Write down any significant differences in meaning among the 4 translations. You do not have to resolve these differences at this point; just note them.
RESOURCES: English translations.

4. **Write a basic introduction to the book where your text is found.** In your introduction, deal at least with these issues:
 - a. Authorship
 - b. Date
 - c. Audience
 - d. Situation addressed
 - e. Purpose(s)
 - f. Structure (outline the whole book broadly or in detail)
 - g. Special features of the book
 - h. Critical problems or questions about the book**RESOURCES:** New Testament introductions; Bible dictionaries; New Testament commentaries on your book.

5. **Study the literary form of your passage.** Is it an argument, a diatribe, a parable, a miracle story, a saying, a narrative, a vision, etc.? How does the literary form of your passage have any significance for the meaning of your passage?
RESOURCES: New Testament commentaries on your book; James L. Bailey and Lyle D. Vander Broek, *Literary Forms in the New Testament: A Handbook* (Louisville, Ky.: Westminster/John Knox, 1992).

6. **Study the literary structure of your passage.** How is your passage put together? Identify each sentence as a question, a statement, an explanation, a clarification, etc. Describe the relationships that the sentences of your passage have to one another. The best way to show this is to produce a sentence outline of your passage.
RESOURCES: New Testament commentaries on your book

7. **Note how your passage fits into the overall structure of the New Testament book out of which it comes.** What place does it have? Is it an introduction to the book? Is it a conclusion? Is it the heart of the book? How does the position of the passage in relation to the whole book affect your understanding of it?
RESOURCES: New Testament commentaries on your book

8. **Examine significant words in your passage.** Choose words whose meanings are not obvious. Use word study books to discover the range of meanings that a word may have but concentrate on what your word means in the context of your passage.
RESOURCES: New Testament commentaries on your book; word study books (Vines'; Kittel; Wuest's); Bible dictionaries

9. **Summarize the meaning of your passage in your own words.** State in one sentence what this passage meant to the original readers in light of

your research above. State in one sentence what it means in light of the realities of modern life.

- 10. Suggest issues that this passage addresses today and specific ways that this passage addresses them. Suggest ways you can preach and teach this passage.**

It is estimated that your exegesis paper on a passage from Acts should require no more than 25 hours of time. This exegesis paper will count 30% of your final course grade.

Your paper should be fully documented, using at least 10 different sources. It will be evaluated on the basis of content and style. It should be fully documented. Mail a hard copy or e-mail your paper to me. Be sure to include a self-addressed, stamped envelope for this paper to be returned to you. **This paper will count 30% of your final grade. The total estimated time required for successful completion of this assignment is 25 hours.**

ASSIGNMENT FOUR: Research Paper

Description:

Write a paper of not more than 20 pages (typed and double-spaced) on some topic related to Acts. This topic can be about the background, literary structure, history of interpretation, theology, etc. of Acts. Your paper should be fully-documented in acceptable form. You should use at least 10 outside sources. The student may choose any topic that he/she desires to pursue, but some possible topics are listed below.

1. The Understanding of Acts by Hans Conzelmann in *The Theology of St. Luke*
2. The Holy Spirit in the Book of Acts
3. The Role of James in the Book of Acts
4. The Importance of the Jerusalem Council in the Book of Acts
5. The Picture of Paul in Acts Versus the Picture of Paul in His Letters
6. History-Writing in the Roman Empire in the First Century
7. The Jew-Gentile Problem in the Early Church
8. The Possible Sources for the Book of Acts
9. The Office of Apostle in the Early Church
10. The Book of Acts as an Anti-Gnostic Document

The student is invited to share the topic, an outline of how the paper will be developed, and even a rough draft of the paper with the professor who will read and comment upon it without grading it. Submitting an outline or rough draft is not a requirement, but the student is encouraged to do so if he/she desires feedback without a grade.

It is estimated that this research paper will require 25 hours of work from the student. This research paper will count 20% of the student's final grade.

ASSIGNMENT FIVE: 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

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.

WRITING THEOLOGICAL PAPERS

The seminary has produced a *Writing Theological Papers* document that guides a student through the process of producing a high quality theological paper. It is included on your CD-ROM for this course and is part of your student handbook provided by the seminary.

Please edit your paper for typographical errors, misspelled words, stylistic miscues, and grammatical mistakes. The paper should be double-spaced and constitute original work written for this course only and cannot include material previously used in another course or for another purpose. Please read over the notation regarding the seminary policy on plagiarism included at the end of this syllabus. Your use of the work or thoughts of another without proper citation and acknowledgement constitutes plagiarism. **Content found at an Internet web site is construed to be copyrighted material written and produced by another person.**

Undocumented wholesale use of words from an Internet web site passed off as the student's own work in a research paper of this sort constitutes plagiarism and will be considered a violation of the seminary plagiarism policy. Students who are determined to have violated the seminary's policy on plagiarism will receive a grade of zero for the paper, will not be allowed to re-submit another paper, and will have a written record of the violation added to their permanent student record. Further violations of the seminary's plagiarism policy could result in temporary or permanent dismissal from the seminary.

Please visit these websites for more information about plagiarism:

<http://www.plagiarism.org/>

http://owl.english.purdue.edu/handouts/research/r_plagiar.html

<http://www.georgetown.edu/honor/plagiarism.html>