

**Pastoral Care Ministry
Online
PM 609Z**

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Recommended
Required: *Three credit hours.*

[McCain Library](tel:1-877-876-4348) (toll free) 1-877-876-4348

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

Welcome to the course, **Pastoral Care Ministry**. 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 course.

Course Description

This course is an introduction to pastoral care with a focus on the problems usually experienced by Church leaders in the local congregation (death, aging, grief, sickness, family tensions, etc.). Areas examined include: personal and professional awareness and growth as a minister; historical and theological foundations of pastoral care and counseling; and various theories, models, and methods which inform the work of the pastoral caregiver. Goals of the course include personal growth and the development of a holistic approach to the pastoral care of persons. Middel; required, 3 credit hours.

Course Purpose

The mission of Erskine Theological Seminary (ETS) is to educate persons for service in the Christian Church in faithfulness to the Bible, the Reformed tradition, and the standards of the Associate Reformed Presbyterian Church

while showing respect for denominational diversity. Among the Seminary's goals are that graduates will be prepared to: understand and minister to people and communities through pastoral care and counseling; serve the Church with Christian character and integrity in their personal and professional lives; and, view their ministries in light of the Church's mission to worship, follow, bear witness to, and serve Jesus Christ. These areas are addressed in the Pastoral Care Ministry course.

Learning Outcomes

At the conclusion of the course it is hoped that each student will have made progress in:

1. grasping a basic understanding of the history and nature of pastoral care;
2. developing and refining a Biblical philosophy of ministry consistent with one's theological commitments;
3. recognizing basic developmental issues in the human life-cycle as well as identifying and implementing appropriate Biblical/pastoral/theological responses to persons struggling with these issues;
4. improving one's listening skills;
5. describing and demonstrating basic skills needed for effective pastoral care as well as assessing one's current level of competency, and developing a plan for building one's skills; and,
6. gaining new insight into one's own spiritual-developmental journey, especially as it relates to one's self-care and caregiving in service to God.

Course Resources

COURSE TEXTBOOKS

Required Texts (*The Holy Bible is assumed as a required text in all classes*)
Students are expected to secure their own copies of all required textbooks. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore. The seminary also has a bookstore portal on its website at <http://www.erskineseminary.org/bookstore.html>.

Here you will find links to familiar vendors and can check availability of texts, compare prices, and place orders. While students may order their books from any source, orders placed with the vendors listed, **through the seminary's web site**, earn a small rebate, a percentage of which goes to benefit the Seminary's Student Body Association.

Please note that the views expressed in the textbooks do not necessarily represent the views of the professor nor of Erskine Seminary. It is expected that even in places of

disagreement with the textbook, one will reflect upon and think critically regarding one's own views, rather than simply dismissing views that may run counter to one's own.

Bolton, Robert. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. NY: Touchstone/Simon & Schuster, 1979. 301 pp.

Halaas, Gwen Wagstrom. *The Right Road: Life Choices for Clergy*. Minneapolis: Fortress Press, 2004. 118 pp.

Hansen, David. *The Art of Pastoring: Ministry without All the Answers*. IL: Intervarsity Press, 1994. 180 pp.

Hightower, James E., Jr., ed. *Caring for People from Birth to Death*. NY: Haworth, 1999. 204 pp.

Recommended reading for nurture of the pastor's heart & soul: the Mitford novels by Jan Karon, and books by Philip Gulley.

Course Materials

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

Course Grading Criteria and Scale

Preparation, presence, and participation are assumed for a passing grade. Additionally, the final grade will be calculated on the seminary scale as follows:
Each of the five written assignments and final exam: 15% each
Caring for People from Birth to Death Report: 10%.

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:

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

Course FAQs

1. All assignments must be submitted via e-mail attachment (unless otherwise notified).
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.
4. All work submitted MUST be fresh, new work produced in the current semester, not re-cycled work or work submitted for another class or produced in whole or in part by another person.
5. All make-up work is due by the last day of class or by the exam date (if an exam is scheduled).
6. Written work should conform to Kate L. Turabian, *A Guide for Writers of Term Papers, Theses, and Dissertations*, 5th ed. or later. Essential guidelines to assist in formatting papers are available from the professor. Do NOT submit work in folders; simply supply a cover/title sheet (include your name!) and staple pages (numbered!) together.
7. While the content of a paper is most important, do give careful attention to spelling, grammar, syntax, style, and form; these items are considered in grading.
8. Proofread all papers before submission!!

9. At the professor's invitation alone, permission **may** be granted for one below average paper (D+ or below) to be re-done one time to improve one's grade (final assignment grade determined by averaging the two assignment grades). This option does not exist for any papers turned in the final day of class.

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

Guidelines/Requirements for Assignments (these guidelines are used in grading. The wise student will follow them carefully; the foolish will do the assignment without consulting them . . . and will suffer the consequences):

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 e-lectures.

The second is the **Writing Component**. The student will complete the essay, journal, and reports sections of the assignment guide.

The third is the **Collaborative Component**. Students will post entries to an online journal in which they record significant insights about the journey and process of pastoral counseling ministry.

The fourth is the **Ministry Component**. The student will identify the core Biblical or theological foundation upon which one's particular calling to Christian ministry is based and shaped

The fifth is the **Research** component. Here, the student will peruse the scholarly, research-oriented, professional pastoral care, ministry, or health-care journals to produce a report

Course Overview

UNIT I - INTRODUCTION: THE PASTORAL CAREGIVER

Purpose and Biblical foundations of PCM
 Images of & Metaphors for the Pastoral Caregiver
 Historical foundations of PCM
 Defining Pastoral Care & Counseling (PC & C)
 Essential Characteristics of the Pastoral Caregiver
 Lecture: The Wounded Healer & Movie ("Saving Grace" - 1985)

UNIT II - PASTORAL CARE MINISTRY ISSUES

Personal Relationships & Communication Skills; Develop Learning Contract
 Developmental Perspective: Life-Cycle Theory & Family Systems Theory
 Pastoral Issues in the Life Cycle: Implications for Ministry
 PCM with Children
 Grief Ministry
 Crisis Intervention
 Suicide: SADPARSONS
 Major Depression
 Alzheimers, Strokes, AIDS, Palliative Care, Etc.
 Spouse and Sexual Abuse (Video)
 Hospital, Prison, & Business/Industrial Ministry
 Sexuality & Ministry (Video)
 Ethics & Legal Issues in Ministry
 Lay Caregiving Ministries: Stephen Ministries
 Counseling with Individuals, Couples, & Families; Premarital Counseling
 Course Evaluations

Course Assignments

ASSIGNMENT ONE: E-Lectures

Master the content of course lectures by watching all e-lectures according to the schedule below.

ASSIGNMENT TWO: Writing

1) Art of Pastoring Essay.

- Before beginning to read, ask God to show you at least one important insight or learning from each chapter that He would have you know, understand, and use in your life and ministry.
- After carefully and prayerfully reading Hansen's text, write a brief, single-spaced (5-8 page) essay in which you succinctly state the single most important insight **derived from the book** that God brought to your attention in each chapter of the book, beginning with the "Introduction,"
- Briefly explain what makes that particular insight important for/to you (i.e., answer the question: "So what?"). The descriptions are to be brief and to the point, yet must demonstrate clearly **why** that particular learning is important to you. The language of personal pronouns (i.e., I, me, my, etc.) is to be used in your essay since you will be discussing your life and ministry; avoid writing pedantically.
- Arrange your discussion using the chapter titles or numbers as subheadings. **BEWARE: Do not string a number of quotes together or simply summarize the chapters. If you do so, you will receive a failing grade on the assignment with no opportunity to re-do the assignment!!** Those who wish to offer a critique of the book itself may do so in an optional, "no-credit" addendum to the essay.

2) The Right Road Essay.

- Before beginning to read, ask God to show you at least one important insight or learning from each chapter that He would have you know, understand, and use in your life and ministry.
- After carefully and prayerfully reading Halaas' text, write a brief (1-2 page), single-spaced essay in which you succinctly describe in a paragraph per insight the most important insight that you gained from the three most helpful chapters, that God brought to your attention in the book.
- Briefly explain why that particular insight is important to you. The descriptions are to be brief and to the point, yet must demonstrate clearly **why** the noted insights are important to you, and what difference these insights will make in your immediate or future life and ministry. In other words, once you identify an insight, answer the "so what?" question. The language of personal pronouns (i.e., I, me, my, etc.) is to be used in your essay since you will be discussing your life and ministry; avoid writing pedantically.
- Arrange your discussion citing the particular chapter from which the insights come; double-space between paragraphs. **Do not string a number of quotes together or simply summarize the chapters.**

3) Communication Skills Learning Contract, Journal*, & Report.

- Each student will develop a learning contract and will maintain a weekly journal (x 4 weeks) to track one's progress in the use of communication skills and to increase one's reflective skills, self-supervision, and ministry and relational effectiveness. See the guidelines at the end of the syllabus.

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. This journaling process can also be part of the *process* of spiritual formation.

In order to facilitate community building, fellow students 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. The following rubric may serve as a guide to assisting you in online postings.

Please note: Part of your grade depends on collaborative learning.

Discussion of *Caring for People from Birth to Death*. In preparation for either chat sessions and/or individual interviews by the professor, be prepared to address each of the following areas: (1) drawing from the text, including chapter seven, state: (a) what you find most challenging from a ministry perspective about each era & chapter seven; (b) why that aspect is challenging to you personally; and, (2) what has changed or is being reconsidered in your theology of ministry to persons as a result of the readings in Hightower.

ASSIGNMENT FOUR: Theology of Ministry Paper

Write a one to two page, single-spaced paper in which you describe the core Biblical or theological foundation upon which your particular calling to Christian ministry is based and shaped.

- Using clear, precise, and succinct language, you should give a sound Biblical/theological basis for your ministry

- Show, by the development of clear implications of the chosen text(s)/doctrine(s), how that basis shapes your ministry. In other words, what is the Biblical or theological core that drives your ministry or service? What distinguishes the nature your call to ministry from that of others?
- **Note: For all students who began seminary in the Fall of 2002 or afterwards, this is also a Professional Assessment Portfolio component (and graduation) requirement. You are responsible for submitting a "clean, corrected, approved" copy of your paper to the Registrar's Office for inclusion in your PA portfolio. Failure to do so could delay your graduation. You should also keep a back-up copy in your possession.**

ASSIGNMENT FIVE: Research

Clergy Sexual Ethics Report. One brief report will be prepared on **clergy sexual ethics/boundaries**. It is assumed that you will choose an article that genuinely contributes to your understanding and practice of ministry as it relates to the topic. This assignment requires that you:

(a) peruse the scholarly, research-oriented, professional pastoral care, ministry, or health-care journals such as:

- *Journal of Pastoral Care,*
- *J. of Biblical Counseling,*
- *Christian Counseling Today,*
- *J. of Religion & Health,*
- *J. of Psychology & Christianity,*
- *Pastoral Psychology,*
- *J. of Psychology and Theology,*
- *J. of Pastoral Counseling,*
- *J. of Christian Education,*
- *Death Studies,*
- *Death Education,*
- *American Journal of Psychiatry,*
- *J. of Ministry in Addiction & Recovery,*
- *J. of Health Care Chaplaincy,*
- *J. of Religious Gerontology,*
- *J. of Religion in Disability & Rehabilitation.*

NOTE: The Erskine Library has some, but not all, of these journals. Most journals not in the McCain Library holdings can be secured through the InterLibrary Loan services (see Sara Morrison, McCain Library (toll free) 1-877-876-4348, ext. 747; or email: morrison@erskine.edu). NOTE: DO NOT SIMPLY REQUEST THAT THE LIBRARY SEND YOU A COPY OF AN ARTICLE

OF THEIR CHOOSING FOR THE ASSIGNMENT. It is expected that you will do the research necessary to discover a suitable article. Use of magazines or unapproved sources may result in failure.

- (b) find an article of at least five (5) pages of text that addresses the issue;
- (c) photocopy the entire article and attach it to your report once completed;
- (d) after carefully reading the article, write a 3–5 page, double-spaced paper reporting:
 - I. bibliographical information (10 pts.);
 - II. one paragraph accurate summary of the article’s focus—in your own words (20 pts.);
 - III. 3-5 pages describing how both your understanding and practice of pastoral care ministry is shaped by the article (40 pts.).

It is assumed that you will choose an article that genuinely contributes to your understanding and practice of ministry. Clearly state implications for your ministry. If you are not currently in a ministry setting, write from the perspective of your anticipated role in ministry. This assignment requires that you master the content of the article, reflect critically upon it as it pertains to you, and THEN write an essay in which you develop implications for yourself and your ministry. This is NOT a "book/article review"; the focus is upon assimilation and application of the article. Reports that are simply summarizations of the article are NOT acceptable and are not eligible for resubmission.

The following module system is a syllabus management system that will help guide you in the completion of course assignments.

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	Lecture 1 Lecture 2 Lecture 3	<ul style="list-style-type: none"> • Review the syllabus carefully. • Read Hansen, Introduction & Chapters 1-6
2	Lecture 4 Lecture 5 Lecture 6	<ul style="list-style-type: none"> • Read Hansen, Chs 7-12 • Discussion board posting • Begin working on <i>Art of Pastoring</i> Essay

3	Lecture 7 Lecture 8 Lecture 9	<ul style="list-style-type: none"> • Art of Pastoring Essay Due • Discussion board posting • Read Bolton, Parts I & II, and pp. 275-79 carefully; memorize Proverbs 18:13 (NIV). <u>See Bolton study guide below.</u> • Begin working on <i>Communication Journal and Report</i>
4	Lecture 10 Lecture 11 Lecture 12	<ul style="list-style-type: none"> • Discussion board posting • Begin Hightower, ed. Reading • Continue working on <i>Communication Journal and Report</i>

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	Lecture 13 Lecture 14	<ul style="list-style-type: none"> • Complete Hightower reading • Continue working on <i>Communication Journal and Report</i> • Discussion board posting
6	Lecture 15 Lecture 16	<ul style="list-style-type: none"> • Continue working on <i>Communication Journal and Report</i> • Caring for People (Hightower, ed.) Chat session. • Discussion board posting
7	Lecture 17 Lecture 18	<ul style="list-style-type: none"> • Continue working on <i>Communication Journal and Report</i> • Complete reading of Hightower, ed. • Discussion board posting
8	Lecture 19 Lecture 20	<ul style="list-style-type: none"> • Communication Journal & Report Due • Read Halaas and begin working on <i>The Right Road</i> Essay • Discussion board posting

MODULE #3

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

Week	Lectures to view	Assignments Due
9	Lecture 21 Lecture 22 Lecture 23	<ul style="list-style-type: none"> • Read Bolton part III. <u>See Bolton study guide below.</u> • Discussion board posting • Continue working on <i>The Right Road</i> Essay • Begin working on <i>Clergy Sexual Ethics</i> Report • Begin working on Theology of Ministry paper
10	Lecture 24 Lecture 25 Lecture 26	<ul style="list-style-type: none"> • Halaas, <i>The Right Road</i> report due • Discussion board posting • Continue working on <i>Clergy Sexual Ethics</i> Report • Continue working on Theology of Ministry paper
11	Lecture 27 Lecture 28 Lecture 29	<ul style="list-style-type: none"> • Discussion board posting • <i>Clergy Sexual Ethics</i> Report due • Continue working on Theology of Ministry paper
12	Lecture 30 Lecture 31	<ul style="list-style-type: none"> • Read Bolton, Part IV. <u>See Bolton study guide below.</u> • Theology of Ministry Paper Due • Discussion board posting
13		<ul style="list-style-type: none"> • Final Exam (Contact the professor to make arrangements for the final exam prior to the week scheduled for exams)

Communication Skills Project Guidelines

After carefully reading and studying Bolton, *People Skills*, pages xiii-113, 275-279, decide which **one** of the twelve barriers (category does not matter) described on page 17 and listed below upon which you are going to work to diminish or extinguish. Prayerfully choose one barrier that truly is a problem or a challenge for you (if you have trouble identifying one, ask your spouse or a trusted friend what you need to work on).

Barriers:

- | | |
|-------------------------|--------------------------------|
| Criticizing | Excessive/ Inappropriate |
| Name-calling | Questioning |
| Diagnosing | Advising |
| Praising Manipulatively | Diverting |
| Ordering | Logical Argument |
| Threatening | Reassuring (also Interrupting) |
| Moralizing | |

Next, prayerfully choose two listening skills from the list of twelve specific skills given on page 33 and listed below. The two skills you choose cannot be in the same skill cluster (the clusters are: attending, following, and reflecting).

Listening Skills:

<u>Attending Skills Cluster:</u>	<u>Following Skills Cluster:</u>	<u>Reflecting Skills Cluster:</u>
Posture of Involvement	Door Openers	Paraphrasing
Appropriate Body Motion	Minimal Encouragers	Reflecting Feelings
Eye Contact	Infrequent Questions	Reflecting Meanings
Nondistracting Environment	Attentive Silence	Summative Reflection
-or Choose from SOLER		

Once you have identified one block and two specific skills that you will work on over four consecutive weeks, you have completed your "Communication Skills Learning Contract." You will work on these three items over the entire course of the assignment.

Communication Journal

During the four consecutive weeks of your project to improve your listening skills, you will focus prayerfully and intensely upon the barrier and skills identified in your learning contract (above). The journal requires that at least once a week, you record your progress, or lack thereof, with each of the three items (one barrier, two skills). Write a minimum of one paragraph for each item each week for four weeks (hence, the minimum is: one paragraph per item per week = 3 paragraphs x 4 weeks = 12 paragraphs or separate entries). A sample journal page for one week may look like the following:

WEEK ONE - [provide dates]
<u>Barrier [identify]:</u> In a paragraph, describe how you got along this week in extinguishing or reducing your use of

this particular barrier (from your contract). In what kinds of situations do you find yourself most likely to attempt to use this barrier? What issues of self-awareness are you discovering? What effect do you notice when you use/don't use this barrier? Give an example.

Skill #1 [identify]: Describe in a paragraph how you got along this week in using or implementing this particular skill (from your contract). What issues of self-awareness are you discovering? What effect do you notice when you use/don't use this skill? For example .

Skill #2 [identify]: Ditto above for skill #2.

Your entries should answer the question, "How did I get along this week with this particular barrier/skill, in a variety of settings?" Be sure to reflect upon the entire spectrum of your experiences; i.e., include evaluation of your work in family, career, ministry, and general public contexts. Also be certain that you reflect specifically enough about your experiences so that your learning experiences and insights gleaned in the course of implementing the skills/reducing the barrier are evident. **DO NOT REPORT SIMPLY ON ONE RELATIONSHIP OR SINGLE ENCOUNTER IN THE WEEKLY JOURNAL ENTRIES.** May be hand-written provided they are legible to the professor.

Communication Report

Then, after reading over your four-week journal, write a one-page, single-spaced report in which you reflect upon the experience of working on the barrier and skills. State: (1) the barrier and skills on which you contracted to focus; (2) what you learned about listening during the course of this exercise; (3) how your listening skills impact your family, personal, professional, and ministry relationships; and, (4) your evaluation of the value of this exercise for your personal and professional growth and development. Turn in a copy of your journal & final report together.

Study Guide for Bolton Parts III & IV

Read all of Robert Bolton, *People Skills*, pages 115-279, paying particular attention to the following portions found therein:

- 1) Submissive-Assertive-Aggressive Behaviors
- 2) Formula for & examples of the "Three-Part Assertion Message"
- 3) The Six-Step Assertion Process
- 4) The Benefits of Conflict
- 5) Dealing with the Emotions in Conflict

- 6) The Conflict Resolution Method (3 steps)
- 7) Six Steps of the Problem-Solving Method
- 8) Three Essentials of Effective Communication
- 9) The Apathy-Empathy-Sympathy Continuum

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." The Seminary imposes a fee for Incomplete grades to the student's account.

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>