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## NT 501 Comprehensive Greek

Abson Predestin Joseph

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**Course Syllabus**  
**NT501X2 – Comprehensive Greek I – (3 hours)**  
**Fall 2005 – ExL**  
**Instructor: Abson Prédèstin Joseph**



**Enrollment Limit: 12**

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*Please note that this syllabus is subject to revision by the professor prior to the beginning of the class.*

Greek requirement for the M.Div. program—complete either: (1) NT500 or (2) NT501 & 502. **NT501 by itself does not satisfy the requirement.**

**Thanks:** Dr Kevin Anderson was the creative genius behind much of the material for this NT501 ExL course. His labors in crafting this ExL class and his gracious spirit in sharing his work are greatly appreciated.

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**Note:**

- ❖ My phone number will change when I move to Jamaica in September. You are welcome to contact me at home for urgent matters. As of September, this will require you to make an international call. For less pressing matters please send me an email.

- ❖ Once our course begins, you must address any e-mail correspondence to my virtual office. Under [04 Course Navigation](#) below, see (3) **to Office**. This way you can be assured that your e-mail will not get lost in my ATS mailbox!

**Cyber Space Office Hours: TBA.** These will be *set times* each week when I will be working online in our classroom. During these times I will be in the course chat center and thus available for chatting. I will be online many other times, but these are the times when you can *expect* to find me for some interaction. If I cannot be there for any reason, I will inform you in advance.

## **01 Welcome!**

I have a great love for languages. One of my childhood dreams was to be fluent in eight languages. By the time I finished Secondary School, I knew five—French, Spanish, Haitian Creole, English and Latin. Then I spent my first two years of College focusing on the study of NT Greek, and have been enjoying Greek since then. I also have a great love for the NT and its message. Reading the NT is a cross-cultural experience, and an adequate knowledge of the language increases our ability to better understand its message. A better understanding is important, because ultimately, we want this message to transform us and make us more like Christ.

The process will be difficult. Learning a language takes time, effort, study, and a lot of commitment. For example, it will be more beneficial for you to spend at least 30 minutes each day—and observe a Sabbath☺, than 4 hours the day before or/and on the day an assignment is due! If you are faithful, the reward will be great. I am committed to walk alongside you on the journey, and help you acquire the skills that you need to become competent in handling the Greek NT.

I want to encourage you on, and remind you that there are no obstacles that cannot be overcome. I learned Greek in a cross-cultural environment—my Greek teacher was Japanese, and the language of instruction was English. That increased the difficulty for both of us, but we found ways to use that situation to our advantage. I am inviting you to do the same. The challenges of learning a language may be greater in an online setting, but you can use these challenges to your advantage.

Learning another language is fun. I enjoy learning new vocabulary, I love translating even a basic sentence that only contains a subject, a verb, and a predicate. Learning Greek is no exception. I am looking forward to having a lot of fun teaching; I hope you will have a lot of fun as you learn.

*Allow me to pray with you:*

*Heavenly Father,*

*I thank you for bringing us together in this setting in order to learn the rudiments of the Greek language. We pray, O God, that this exercise will be a fun time when we get to learn more about ourselves, about others, and more about you. May your Holy Spirit guide us as we study your Word. May we become more equipped to “rightly divide the Word of truth” as we become more acquainted with the rules of Greek grammar, vocabulary, and syntax. And may we allow your word to transform our lives as become more competent in understanding its meaning. Help us to grow closer to you and to each other as we study together, give us insights, and increase our critical abilities so that we may be successful in your eyes.*

*We pray in the name of the Father, and of the Son, and of the Holy Spirit. Amen*

## **02 Course Description**

The first of a two-course sequence are designed to introduce all aspects of New Testament Greek – e.g., noun declensions, the verb system, grammar, syntax, and structure. Persons successfully completing NT501 will be able to work with omega verbs (non-contract) in the indicative mood as well as with adjectives and nouns of the first and second declensions and personal and demonstrative pronouns. This will lay a foundation for the development of skills necessary to complete NT502 after which students should be able to work comfortably with the *basic* Greek of the New Testament.

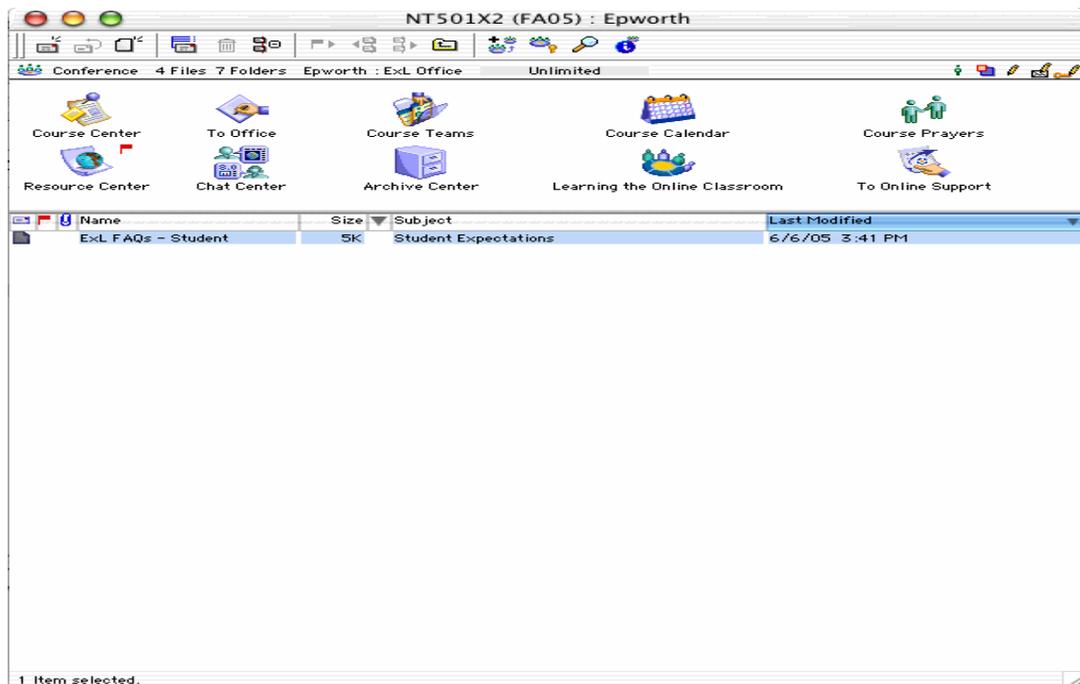
## **03 Course Objectives**

After the successful completion of this course the student will:

- (1) Possess a working vocabulary of selected words (Black, *Learn to Read New Testament Greek*, lessons 1-15) which occur in the GNT,
- (2) Be able to parse selected nouns and verbs (Black, *Learn to Read New Testament Greek*, lessons 1-15) which occur in the GNT,
- (3) Have an introductory understanding of Greek *phonology*, *morphology* (which is the study and description of word formation including inflection, derivation, and compounding), and *syntax* (word order, thought flow, and sentence structure),
- (4) Be equipped to translate simple sentences from the GNT,
- (5) Be able to identify and label selected syntactical relationships between words,
- (6) Possess a rudimentary knowledge of Greek tools, resources and linguistics in so far as these impinge upon the study of the New Testament,
- (7) Be prepared to take NT 502.

## **04 Course Navigation**

Although you may already be familiar with the FirstClass® user interface, I would urge you to read the following overview, because it is tailored to the specific features of our **NT501X2 (FA05)** virtual classroom (also called the Collaborative Classroom). Below is a sample window.



(1) **Course Center.** This is the "nerve center" of our classroom, because it is from here that the instruction and direction for our course of study flow. Here you will find the course syllabus, learning modules, and other materials that will set the pace for our study. I will have more to say about modules below under [05 LEARNING MODULES](#).

(2) **Discussion Center.** This is the unlabeled bottom pane of the NT501X2 (FA05) window. It is our conference room where anyone in the class may communicate questions or comments about the current learning module, assignments we are working on, or any matter of interest to others in the class.

If participating in an online community is new to you, or if you are not sure about some of the ground rules for engaging in cyber-discussion, you may want to visit a website that will give you guidance concerning "netiquette," such as:

<http://www.albion.com/netiquette/corerules.html>

<http://www.albion.com/netiquette/netiquiz.html>

<http://gemstate.net/gemstate/netiquette.htm>

For indispensable information about navigating within the Discussion Center, enter the Resource Center, click on "00 Collaborative Classroom," and click on the file called "Discussion Center" (You will see the message **\*\* Important Information \*\*** under the Subject heading).

(3) **To Office.** This links you to the NT501X2 (FA05) Office (that's my private virtual office). This is the icon you will click on to hand in assignments and send personal

correspondence directly to me. Once the semester begins, **please discontinue addressing messages to my ATS e-mail addresses** (listed in [00 CONTACT INFORMATION](#) above), unless you urgently need to reach me. Clicking on the **To Office** icon will be the quickest, surest, and exclusive doorway to my office, and whatever you send there cannot be viewed by anyone else but me.

**Important:** If you need to reach me in the case of an emergency, please do not hesitate to call me, [in Jamaica, as of September] or send an e-mail **To Office** with the exclamation "URGENT!" in the Subject line.

(4) **Archive Center.** As the semester progresses, our Discussion Center will begin to fill up with the threaded discussions that will form our conversations about Greek. (A "thread" is simply a string of messages that are all related to the same subject.) Older discussions will be archived in the Archive Center in order to avoid clutter and to free up space in the Discussion Center for dialogue about our most recent learning module. Message threads may not be continued from within the Archive Center. However, this does not mean that you should be embarrassed if you need to raise a question that has already been dealt with in an archived discussion. Reinforcement of previous knowledge and skills is a good thing for all of us.

(5) **Resource Center.** Here is where you will find an array of documents and links to information and services that will assist in the learning process. For example, for our purposes, you will be able to download a copy of RealPlayer so that you can listen to RealAudio files designed to help you learn the sounds of Greek, or download a Greek font that will allow you to type Greek in your assignments and messages. You are encouraged to explore all that the Resource Center has to offer you.

(6) **Course Teams.** Each member of the class will be given the opportunity to work collaboratively on projects within a smaller group. The Teams folder will also be the appropriate place for students to carry on Greek-related discussion or collaboration beyond the bounds of the module(s) we are focusing on in the Discussion Center.

(7) **Chat Center.** As opposed to the asynchronous environment of our Discussion Center, the Chat Center affords students the opportunity to meet with one another in real-time to study, quiz one another, ask questions, or simply get to know one another better. Remember that unless someone saves the text of a chat session before everyone exits the Chat Center (either by cutting and pasting the running text into a new FirstClass® document, or by clicking on File > Save As) the record of the session will be lost. I may join the chat center during my virtual office hours, but you have no obligation to do so.

(8) **Course Calendar.** On the course calendar will be posted important dates for the semester, deadlines for assignments, and other relevant information. We can use it to create community by placing birthdays, and important dates in our lives which we want other members of the class to be aware of.

(9) **Course Prayers.** This is where members of the class can post prayer requests, and share prayer needs and praises for answered prayers. This is not compulsory. It is another opportunity for us to grow together as a community.

(10) **To Online Support.** This links allows you to create and send emails to Information Commons, if you need help with technical matters that pertain to the class.

(11) **Learning the Online Classroom.** This is the place where you can find helpful information about how to become more knowledgeable about the Virtual Classroom. Take time to read the information that is posted there. You may find it very useful.

## **05 Learning Modules**

The driving engine of any ExL course is the learning module.

(1) **Definition.** A module consists of a set of instructions and information for learning to take place within a specific time frame.

### (2) **Anatomy of an NT501X2 (FA05) Module**

The notes and assignments for each module may be found in the Course Center in our virtual classroom. Please note that the CD that you were/will be sent for the class also contains assignments for each module. **When the assignments in the Course Center conflict with the assignments on the CD, please, follow the assignments in the Course Center.** Other resource materials or special instructions may also be found in the various module folders in the Course Center.

New modules will be posted in accordance with the course plan (see [09 Course Plan](#) below).

## **06 Course Requirements**

(1) **Module Assignments.** Each learning module will contain detailed assignments for required reading, the mastery of certain material (e.g., vocabulary or verb endings), the completion of translation exercises, and other assignments designed to accomplish the stated goals for the course. *The assignments will be structured in such a way as to encourage participants to take time each day (or every other day) to cumulatively develop their knowledge and skills. It is easier to study a language by using many small chunks of time than to "cram" during one or two large blocks of time.*

Typically a given module will be **issued** by **Tuesday, 12:00 Noon (Eastern)**. Module assignments will be **due the following week on Tuesday, 12:00 Midnight (Eastern)**. The professor will alert you of any deviations from this pattern.

(2) **Module Quizzes.** There will be a vocabulary quiz for nearly every module in order to encourage you to progressively develop your mental database of Greek words. Module quizzes

will be **issued** on **Friday, between 6:00 and 9:00 pm (Eastern)** and will be **due the following week on Wednesday, 12:00 Midnight (Eastern)**. Again, the professor will alert you of any deviations from this pattern. Quizzes will also include questions about morphology or grammar learned in the previous module.

(3) **Collaboration.** This is the most powerful learning resource available to us in our virtual classroom. Whether in the Discussion Center or in more focused Team settings, the exchange of information, techniques for more productive study (e.g., wacky mnemonics some people like to come up with for remembering vocabulary, grammatical constructions, or whatever), and everyone's shared trials, errors, and triumphs will be invaluable for becoming accurate and artful in our dealings with Greek texts. Let's take advantage of the strengths of this online format!

**N.B.** While Collaboration is strongly encouraged, if you prefer to work on your own, I am willing to consider that option. You will still need to carry out the same amount of work that is required of a given team.

(4) **Evaluation.** There will be **two examinations**, one mid-term and one final. Both exams will be cumulative in nature, i.e., each will cover material presented and practiced in every (or nearly every) module that precedes the exam.

## **07 Course Procedures**

(1) **Assignments for Submission to the Instructor.** There will be assignments for which you are individually responsible, many of which must be handed in to the professor before the module due date. So that there is no confusion about the identification or nature of any assignments that you submit, you will need to use a consistent method for labeling the documents or messages you will create.

(a) **Documents** (whether these be FirstClass® documents, or Word documents sent as e-mail attachments) should bear the following information in the filename: the module number (in two digit format, e.g., 04), assignment abbreviation (e.g., "Q" for quiz), and your name (last name, first name). Observe the following examples:

01Q-NT501AbsonJoseph.doc  
01E-NT501AbsonJoseph.doc  
Mid-NT501AbsonJoseph.doc

Module 1 Quiz  
Module 1 Exercises  
Mid-Term Exam

This will make it easier to sort and keep track of your assignments (both for you and for me). Specific labeling instructions will always be an important part of any assignment that needs to be turned in to my office.

(b) **Messages** sent to me should always have an accurately filled Subject line.

(2) **Team Assignments** will form an integral part of our collaborative learning experience. While each person will be individually responsible for his or her work, obtaining helpful critiques, suggestions, and kudos will naturally assist you in improving the quality of your work.

You will be assigned to a team at the beginning of the semester.

(3) **Message Threads.** ExL participants should attempt as much as possible to use the Subject line of messages to clearly label discussion topics.

(4) **English Usage.** The ability to communicate with due attention to correct spelling, grammar, and style is not only necessary for careful translation of Greek texts, but ought to be the mark of graduate level work. All assignments will be held to the highest standards of English usage.

That being said, I understand that our communication in the Discussion Center or in the Teams folder will be conversational and spontaneous, and therefore cannot possibly read like a doctoral thesis. Nevertheless, we must strive for accuracy and clarity in our messages to one another.

**08 Assessment**

(1) **Letter Grade/Percentage Standard:** (See *ATS Catalog 2001-2003*, p. 28, for descriptions of letter grades [i.e., what is a “B”])

A	95 – 100%	C	73 –76.9%
A-	90 – 94.9%	C-	70 –72.9%
B+	87 – 89.9%	D+	67 –69.9%
B	83 – 86.9%	D	63 –66.9%
B-	80 – 82.9%	D-	60 –62.9%
C+	77 –79.9%	F	Below 60

(2) **Grade Weighting:**

Work		Percentage
(a)	Assignment Completion & Team Member Evaluation	30%
(b)	Quizzes	20%
(c)	Mid-Term Examination	20%
(d)	Final Examination	30%
	TOTAL	100%

(3) **Team Work.** Please note that a significant portion of your grade (30% -- Assignment Completion & Team Member Evaluation) will be based on the work that you do within your Team folders. At the end of the semester, each team member will give a grade to each member of the team (including her/himself). I will also assign a grade to each member of the team. The amount of points awarded for this component of the class will be the average of these grades

given (note: the grade a student gives to him/herself will count as two grades). A sample 5pt scale (which will be used by your peers to evaluate you) is included below.

N.B. If you choose to work on your own, I will grade you personally based on the timeliness and substance of the assignments submitted.

Rubric (5pt scale):

- 5 -- Work and feedback was *always* characterized by timeliness, substance, and courtesy.
- 4 -- Work and feedback was *normally* characterized by timeliness, substance, and courtesy.
- 3 -- Work and feedback was *sometimes* characterized by timeliness, substance, and courtesy.
- 2 -- Work and feedback was *seldom* characterized by timeliness, substance, and courtesy.
- 1 -- Work and feedback was *never* characterized by timeliness, substance, and courtesy.

**(1) Late Work.** Assignments, quizzes, and exams may not be submitted late, except under extenuating circumstances and when prior arrangements have been made with the professor. Otherwise late work will receive a grade 0.00.

**(2) Incompletes.** Keep in mind that according to the policy outlined in the *ATS Catalog 2004-2006*, p. 29, an “Incomplete” for a course may only be granted in the event of an “unavoidable emergency, which does not include delinquency or attending to church work or other employment.” Incompletes must be approved by the course instructor and the student's academic advisor.

**(3) Feedback:** The faculty of Asbury Theological Seminary is committed to providing “timely and substantive feedback.” The expectation of “timely feedback” is met when students have their work marked, graded, and returned within one week of its submission. When assignment “B” builds on assignment “A,” assignment “A” will be returned before assignment “B” falls due. The expectation of “substantive” feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

## **09 Course Plan**

The following table details our course plan.

<b>Module</b>	<b>Topic</b>	<b>Dates</b>
00 Start Up	Getting Oriented	Sept 6 <sup>th</sup> – Sept 7 <sup>th</sup>
01 Alpha	Letters & Sounds	Sept 8 <sup>th</sup> – Sept 13 <sup>th</sup>

02 Beta	Present & Future Active Indicative	Sept 13 <sup>th</sup> – Sept 20 <sup>th</sup>
03 Gamma	2 <sup>nd</sup> Declension Nouns	Sept 20 <sup>th</sup> – Sept 27 <sup>th</sup>
04 Delta	1 <sup>st</sup> Declension Nouns	Sept 27 <sup>th</sup> – Oct 4 <sup>th</sup>
05 Epsilon	1 <sup>st</sup> & 2 <sup>nd</sup> Declension Adjectives	Oct 4 <sup>th</sup> – Oct 11 <sup>th</sup>
06 Zeta	Imperfect & Aorist Active Indicative	Oct 11 <sup>th</sup> – Oct 18 <sup>th</sup>
07 Eta	Additional Prepositions; Personal Pronouns	Oct 18 <sup>th</sup> – Oct 25 <sup>th</sup>
08 Theta	Perfect & Pluperfect Active Indicative	Oct 25 <sup>th</sup> – Nov 1 <sup>st</sup>
<b>Mid-term</b>	<b>Mid-Term Exam (Due: 11PM (EST) – Tues, Nov 1<sup>st</sup>)</b>	Oct 28 <sup>th</sup> – Nov 1 <sup>st</sup>
09 Iota	Demonstrative Pronouns	Nov 1 <sup>st</sup> – Nov 8 <sup>th</sup>
10 Kappa	Present Middle & Passive Indicative	Nov 8 <sup>th</sup> – Nov 15 <sup>th</sup>
11 Lambda	Perfect Middle & Passive, Future Middle Indicative	Nov 15 <sup>th</sup> – Nov 22 <sup>nd</sup>
<b>Reading Week</b>	<i>Suggestion: Catch up (if behind) &amp; Review for Final Exam</i>	Nov 22 <sup>nd</sup> – Nov 29 <sup>th</sup>
13 Mu	Imperfect Middle & Passive, Aorist Middle, Perfect Middle & Passive	Nov 29 <sup>th</sup> – Dec 6 <sup>th</sup>
14 Nu	Aorist & Future Passive Mood	Dec 6 <sup>th</sup> – Dec 13 <sup>th</sup>
	<b>Final Exam (Due: 11PM (EST) – Fri, Dec 16<sup>th</sup>)</b>	<b>Due: Dec, 16<sup>th</sup></b>

### **10 Required Resources** (Abbreviations in **bold**)

(1) Black, David Alan. *Learn to Read New Testament Greek*. Expanded edition; Nashville: Broadman & Holman, 1994. **Learn**.

This is our primary text and must be studied with great care.

(2) [You need only choose **one** of the following, though it would not hurt to have more than one!!!]

Black, David Alan. *It's Still Greek to Me: An Easy-to-Understand Guide to Intermediate Greek*. Grand Rapids: Baker Books, 1998. **Still**.

**Or**

Wallace, Daniel B., *The Basics of New Testament Syntax: An Intermediate Greek Grammar*. Grand Rapids: Zondervan, 2000. **BNTS**.

**Or**

Wallace, Daniel B., *Greek Grammar Beyond the Basics*. Grand Rapids: Zondervan, 1997.

### **GGBB**

*These texts will be very important in NT502 as we enter more into syntactical issues and interpretation. Still (191 pages) is concise, easy to use, and has two helpful introductory chapters for those who need a refresher or introduction to basic grammar (English, that is!). The two Wallace grammars are more detailed. BNTS (334 pages) is simply a shorter version of GGBB (797 pages). The former is more user-friendly to first year students; the*

*latter is massive and has an incredible amount of detail, including many helpful illustrations from the Greek New Testament and many examples of grammatical features that are exegetically significant.*

(3) Aland, Barbara et al., eds. *Novum Testamentum Graece*. 27th ed.; Stuttgart: Deutsche Bibelgesellschaft, 1993. **NA27**.

*This is your Greek New Testament.*

(4) Bauer, W., F. W. Danker, W. F. Arndt, and F. W. Gingrich, eds. *A Greek-English Lexicon of New Testament and Other Early Christian Literature*. 3rd ed.; Chicago and London: University of Chicago Press, 2000. (**BDAG**).

*If you already own the second edition (BAGD), this is acceptable; but you are strongly encouraged to buy BDAG as soon as you can, since it is the state of the art in Greek lexicography.*

(5) *Greek Flash Pro 2* (Portland, Ore.: Paradigm Software Development, 1996-98). **GFP**.

*A flexible and powerful Greek flash card vocabulary program. The strength of this program is its audio option that will help distance learners drill cards orally.*

## **11 Greek Resource List** (Not Required)

### **(1) Beginning Grammars**

Machen, J. Gresham. *New Testament Greek for Beginners*. Toronto: Macmillan, 1923.

Mounce, William D., *Basics of Biblical Greek*. Grand Rapids: Zondervan, 1999.

### **(2) Intermediate Grammars**

Dana, H. E. and Julius R. Mantey. *A Manual Grammar of the Greek New Testament*. New York: Macmillan, 1927.

Moule, C. F. D. *An Idiom-Book of New Testament Greek*. Cambridge: Cambridge University Press, 1959.

Porter, Stanley E., *Idioms of the Greek New Testament*. 2<sup>nd</sup> ed. Sheffield: Sheffield, 1995.

Wallace, Daniel B., *The Basics of Greek Syntax: An Intermediate Greek Grammar*. Grand Rapids: Zondervan, 2000. [see [Required Resources](#) above]

### **(3) Advanced/Reference Grammars**

Blass, F., and Debrunner, A. *A Greek Grammar of the New Testament and other Early Christian Literature*. Chicago: University of Chicago Press, 1961.

Moulton, James Hope, Wilbert Francis Howard, and Nigel Turner. *A Grammar of New Testament Greek*. 4 vols. Edinburgh: T & T Clark, 1976.

Robertson, Archibald T. *A Grammar of the Greek New Testament in the Light of Historical Research*. Nashville: Broadman, 1934.

Wallace, Daniel B., *Greek Grammar Beyond the Basics*. Grand Rapids: Zondervan, 1997. [see [Required Resources](#) above]

#### **(4) Morphological Aids**

Mounce, William D., *The Morphology of Biblical Greek*. Grand Rapids: Zondervan, 1994.

#### **(5) Vocabulary & Principal Parts**

Trenchard, Warren C., *The Student's Complete Vocabulary Guide to the Greek New Testament*. rev. ed. Grand Rapids: Zondervan, 1998.

#### **(6) Lexica**

Kubo, Sakae, *A Reader's Greek-English Lexicon of the New Testament*. Grand Rapids: Zondervan, 1975.

Louw, Johannes P. and Eugene A. Nida, *Greek-English Lexicon of the New Testament Based on Semantic Domains*. 2 vols.; 2nd ed; Minneapolis: Fortress, 1994).

#### **(7) Word Study Resources**

Balz, Horst and Gerhard Schneider, eds., *Exegetical Dictionary of the New Testament* 3 vols.; Grand Rapids: Eerdmans, 1990-93.

Brown, Colin ed., *New International Dictionary of New Testament Theology*. 4 vols.; Grand Rapids: Zondervan, 1986.

*Kittel, Gerhard, ed., Theological Dictionary of the New Testament*. 10 vols. Grand Rapids: Eerdmans, 1976.

Spicq, Ceslas, *Theological Lexicon of the New Testament*. 3 vols.; Peabody, Mass: Hedrickson, 1994.

## **12 Help !**

### **ExL Contact Information:**

For **general questions and administrative assistance regarding the ExL program**, contact Dale Hale:

[ExL\\_Office@asburyseminary.edu](mailto:ExL_Office@asburyseminary.edu)

Phone: (859) 858-2393

For **technical support, library research support, library loans, and ExL media** contact Information Commons:

[Info\\_Commons@asburyseminary.edu](mailto:Info_Commons@asburyseminary.edu)

Phone: (859) 858-2233

Toll-free: (866) 454-2733

### **Accessing Information Commons Materials:**

#### **1. General Questions:**

§ The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here:

<http://www.asburyseminary.edu/icommons/hours.shtml>.

#### **2. Materials Requests:**

§ To search the library catalog for available materials, click here:

<http://www.asburyseminary.edu/icommons/index.shtml>

§ ExL Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

§ ExL students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

#### **3. Research Questions:**

§ ExL students are encouraged to contact the Information Commons for research assistance including help choosing a paper topic, determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

#### **4. Online Databases:**

§ To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/icommons/index.shtml> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

## **13 Academic Integrity**

### **Copyright Information**

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

### **ExL Media Copyright Information**

No further reproduction and distribution of [media for this course] is permitted by transmission or any other means.

### **About Plagiarism** (*Student Guidelines, p. 31*)

Asbury Theological Seminary is committed to intellectual, spiritual and moral growth with the pursuit of truth and knowledge as an indispensable goal of the academic community. Asbury Seminary's view that knowledge leading to wisdom is a necessary means to faithful and effective mission and ministry, including the spreading of scriptural holiness, which greatly increases the importance of integrity of heart, mind and life.

Faculty and students share equally in the responsibility of maintaining the standard of academic integrity as a part of their commitment to truth. Thus, any action that does not maintain academic honesty and scholarly integrity is a violation of community trust and expectation and compromises the character needed for ministry.

In addition to maintaining integrity in their own academic pursuits, faculty have the responsibility and obligation to establish and clarify academic requirements for the work prepared by their students. Conduct that is considered dishonest includes: reusing previously and/or concurrently submitted material in another class without faculty permission, cheating by copying from another's work, allowing another to copy from one's own work, reading an examination prior to the date it is given without the instructor's permission and similar types of conduct. Unlawful duplication of copyrighted material such as music, library materials, computer software, as well as plagiarism are other examples of academic dishonesty. Plagiarism is the presenting of another's ideas or writings as one's own; this would include both written and oral discourse presentations. (Seminary guidelines related to acceptable duplication practice of copyrighted materials can be found at the library's circulation desk.)

In cases of suspected student plagiarism, the instructor should take steps necessary, including meeting with the student to determine whether plagiarism has in fact been committed. In cases of student plagiarism, the instructor, working in conversation with the Dean of the student's School has four options, depending on his or her judgment regarding severity and recurrence of the problem: (1) to provide an opportunity for the student to redo the same or comparable assignment, typically with the grade for that assignment penalized to account for the act of plagiarism; (2) to record a failing grade for the assignment in question; (3) to fail the student for the course; and (4) to recommend to the Dean of the student's School that the student be

dismissed from the Seminary. In every case of student plagiarism, a written report of the episode and of the disciplinary action taken should be submitted to and affirmed by the Dean of the student's School. Recurrence of plagiarism by a student will lead to dismissal.