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DO 501 Basic Christian Doctrine

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ASBURY THEOLOGICAL SEMINARY

BASIC CHRISTIAN DOCTRINE
- DO 501 -

Syllabus
Note: this is the penultimate version of the syllabus.
A final version will be available at the commencement of the course.

Dr. Brian Edgar,
Professor of Theological Studies

Spring Semester, 2008

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A: The Course

Introduction
If you are not already enthusiastic about doctrine and theology I hope that you will become so during this course. That is because theology is about God! More specifically, **Christian theology is about knowing God in Christ Jesus**. We should be enthusiastic about that. The word 'enthusiast' comes from two Greek words, 'en' meaning 'in' and 'theos' meaning 'God'. In other words it originally referred to one who behaves 'enthusiastically' because God was 'in' them. Are we excited about 'God-in-us'? Being excited by God means that we get excited about a lot of other things as well and consequently Basic Christian Doctrine deals with many other important aspects of Christian experience, the life of the Christian community, the mission and ministry of the church and the future of the world! What a great topic!

The apostle Paul's prayer for the Ephesians should resonate with all those taking this course of study:

> *I keep asking that the God of our Lord Jesus Christ, the glorious Father, may give you the Spirit of wisdom and revelation, so that you may know him better. I pray also that the eyes of your heart may be enlightened in order that you may know the hope to which he has called you, the riches of his glorious inheritance in the saints, and his incomparably great power for us who believe. Ephesians 1:17-19*

Course Description
This course provides an introduction to the study of Christian theology. Over the course of the semester students will be introduced to all the major areas in the system of Christian doctrine. It bases the theological formation of students upon biblical data as well as upon the classical Christian tradition, contemporary theology, and Wesleyan theological distinctives with a view to helping students grasp the importance of theology for the practice of ministry.

Prerequisites: Nil

Credit hours: 3

Course Outcomes
It is anticipated that by the end of the course students will have:

l. **Grown in their knowledge and love for God through the study of Christian theology.** (*It is expected that all dimensions of the course - the set reading, the assignments and the interactions between students and instructor, will contribute to this.*)

2. **Been introduced to all the major areas in the study of Christian theology.** *(This will be accomplished primarily through the systematic reading of McGrath's 'Christian Theology'. The other texts and supplemental reading will emphasize and reinforce certain aspects of that overall presentation.)*

3. **Grasped the vital connections between theology, the Christian life and the practice of ministry.** *(Brian Edgar's 'The Message of the Trinity' and Greg Boyd and Paul Eddy's 'Across*

the Spectrum' relate the theological themes being studied to ministry issues. Assignments and class interaction will also enhance this aspect of the course.)

4. Established a basic understanding of the classical tradition of systematic theology, engaged with contemporary forms of theology and studied the doctrinal emphases of Wesleyan theology. *(Steve Harper's 'The Way to Heaven: the gospel according to John Wesley' engages the student with Wesleyan theology. 'Across the Spectrum' also addresses specific and much debated issues relating to Wesleyan theology and 'Christian Theology' places certain Wesleyan themes in a broader reformation context.)*

5. Examined, evaluated and used a reasonable range of literature related to the study of Christian theology. *(The set texts themselves cover a good range of historical and contemporary writing and the major paper will give opportunity for more specialized reading in one specific area.)*

6. Used theological literature reflecting the global and historical character of theology as well as the multi-ethnic and cross-cultural nature of ministry. *('The Christian Theology Reader' is required reading and it provides a broad range of original, historical sources in an accessible manner. Supplemental reading will address multi-cultural perspectives.)*

7. Developed a working theological vocabulary, a knowledge of theological themes and a theological approach that will support further study in theology and related disciplines. *(The reading, the interaction and the assignments will afford the student the opportunity to develop their theological skills. The end result requires the student to integrate the material into their own theological mind-set and their approach to ministry).*

Required texts

1. **Alistair McGrath, *Christian Theology: an introduction,* 4th Ed, (Blackwell, 2007) 600 pages.** *This book is in 3 parts: part 1 is historical, part 2 is philosophical and part 3 is theological or doctrinal. Part 3 constitutes half of the book and this part is required reading. The other half of the book will be used as a resource which students may read as they find helpful. It is acceptable for students to utilize earlier editions.*

2. **Alistair McGrath (ed), *The Christian Theology Reader, 3rd Edition (*Blackwell, 2007). 370 pages.** *This reader provides over 280 selections from historical sources. Students will be required to read approximately half of them. The other half will be available for specific assignments which may be undertaken. This value of this reader is enhanced by the fact that it is integrated with McGrath's "Christian Theology: an introduction'. It is acceptable for students to utilize earlier editions.*

3. **Brian Edgar, *The Message of the Trinity*, (IVP, 2005). 330 pages.** *This book shows how the doctrine of the Trinity is an integrating doctrine which not only elucidates our understanding of God as Father, Son and Spirit, but also influences all other areas of Christian life and belief including Christian experience, church form and structure, unity, mission and eschatology. It is a biblical theology. Each chapter is an exposition of a single important section of biblical text. Not less than 12 out of the 16 chapters will be required reading.*

4. **Steve Harper, *The Way to Heaven: the gospel according to John Wesley,* (Zondervan, 2003). 150 pages.** *Steve Harper is vice-president of Asbury Theological Seminary and this book*

provides a concise introduction to Wesleyan distinctives. It is a small book (in length probably equivalent to 50 pages of McGrath) which adds to its value. It is to be read in its entirety.

5. **Greg Boyd and Paul Eddy,** ***Across the Spectrum: understanding issues in evangelical theology* (Baker, 2002) 270 pages.** *This book has eighteen chapters and each of them is presented in the form of a debate between two, three or four different ways of looking at specific issues in contemporary evangelical theology. About 14 of the chapters are required reading.*

This basic reading is designed to cover a range of systematic, historical, biblical and contemporary themes in theology.

Recommended texts

It is recommended that students have access to a good theological dictionary such as Sinclair Ferguson and David Wright (eds), *New Dictionary of Theology* (IVP, 1988). There are a number of such dictionaries which can, and should, be usefully used during a course such as this. However, no particular dictionary is required and the use of it will largely be left to students' discretion. CD and on-line versions are available.

Other General Texts

The following texts are systematic theologies which cover the basic territory covered in this course. Further lists of more specialised books relating to individual topics will be provided within the various modules.

C. Carter, *A Contemporary Wesleyan Theology*. 2 vols. Grand Rapids: Zondervan, 1983.
M. Erickson, *Christian Theology*. Grand Rapids: Baker, 1985.
T. Finger, *Christian Theology*. 2 vols. *Scottdale: Herald, 1985.*
S. Grenz, *Theology for the Community of God*. Nashville: Broadman and Holman, 1984.
T. Oden, Systematic Theology. 3 vols. New York: Harper Collins, 1987.
W. Pannenberg, *Systematic Theology*. 3 vols. *Grand Rapids: Eerdmans, 1981.*

Professor

Dr Brian Edgar is Professor of Theological Studies at ATS. He is an Australian and will direct this course from Australia. However, as ExL students well know, physical location makes little difference to extended learning!

Prior to taking up his present full-time position he taught systematic theology full-time for eighteen years in undergraduate, Master of Divinity and Doctor of Ministry programs at a number of Australian theological institutions and, on occasions, overseas. He is Moderator for philosophy and ethics for the Australian College of Theology (Australia's largest theological accrediting agency – a moderator is responsible for ensuring parity of academic standard between the different institutions accredited by the ACT).

Brian is presently an advisor on ethics to the Australia Government's Gene Technology Regulator (who authorizes all artificial gene manipulations). He is also a member of the World Evangelical Alliance's Theological Commission, a Fellow of the Institute for the Study of Christianity in an Age of Science and Technology (Australia) and a double award winner with the Templeton Foundation's program for the conduct of courses on science and faith as well as being a winner of a Templeton award for writing on science and faith.

He is the author of *The Message of the Trinity* (IVP, 2004), which will be used as a text in this course, as well as author of a number of articles on theological topics especially theological anthropology. In 2005 he was Asbury Seminary's Beeson International Visiting Scholar (in Wilmore).

Contact Professor

- *Email*: My general email address is brian_edgar@asburyseminary.edu and anything sent to that address will, naturally, go to my mailbox, but for the purposes of this class if you have anything that should be said to me alone about the class (issues with your work, your grades, personal matters not for the whole of the class) please be sure that you send them to **the Professor** and not either my mailbox or the class Forums. Your assignments which are to be graded should be posted to the appropriate assignment link in Moodle. (see below on ***Mode of submission of assignments***).

It is good to get into the habit of double-checking with yourself before clicking 'send' by asking 'Am I sending this to the right place?' The rest of the class/team does not want or need to see, for example, either your pleas for more time for an assignment or my answer!

- *Mail:* Contact by mail should not be the norm. However, my address is 20 Highland Boulevard, Ringwood, Victoria, Australia, 3134.

- *Telephone:* Telephone contact will not be the norm, however can be negotiated. If you feel like calling please note that there is a considerable difference in time zones – a factor complicated by changes as a result of summer times in both Australia and the US. + 61-3-98122294

- *Skype:* Search for brianedgar1   This will not be the norm either but is a possibility. I can video Skype if you like.

Module topics and dates for the semester

Module 0: Preliminary material	11th to 16th February
Module 1: The Doctrine of the Trinity	11th February to 1st March (3 weeks)
Module 2: God and Creation	3rd March to 15th March
Module 3: Christ and Salvation	17th to 29th March *and* 7th to 12th April (3 weeks)
Reading week:	*31st April to 5th May*
Module 4: Humanity, Sin and Grace	14th April to 26th April
Module 5: Ministry and Mission of the Church	28th April to 10th May
Module 6: Sacraments and Eschatology	12th May to 24th May

Withdrawal from the course

NB: the last day to advise the Registrar that you are dropping the course and still being able to receive a refund is 15th February, 2008. The last day to advise the Registrar that you are dropping the course, get a pro-rata refund and without being automatically given an 'F' is 21st March.

B: Assessment

Overview

In addition to the five course assessments noted below there are non-assessed but compulsory requirements of the course. These parallel the usual on-campus requirement that students attend classes. There are two types of requirements.

1. *Reading as specified*. This includes the required texts referred to above but may also involve supplementary reading. This reading may require a written response or simply an indication that the reading has been completed.

2. *Short responses* to questions posed during the course. This will include writing a prayer for the class.

The following requirements are compulsory; all assessments are to be submitted electronically and will be graded.

Requirement 1: On-line interaction
Requirement 2: A reflection paper (1000-1200 words)
Requirement 3: One bibliographic exercise
Requirement 4: A paper of 2000-3000 words
Requirement 5: One peer reviewed paper (up to 2000 words)

Requirement 1: On-line interaction:
You will be interacting on-line in different locations.

Firstly, you will make postings in the appropriate **Forum** within each module**.**   Each discussion **Forum** will have its own topic.

Secondly, you will be making postings based on teams. You will only participate with team members in certain **Forums**. This is because some discussions are simply too cumbersome with the whole class. It is better if numbers are limited by dividing the class into teams.

You will be notified of your team. You will need to keep an eye on the whole-of-class discussions that will take place in the **Forums** as well as the Team-specific discussion forums which will take place within the modules.

This on-line interaction is not only necessary educationally, it is, in effect, an indication of 'attendance' in the class. Attendance (ie participation through posting) is a requirement of the course and of the Seminary as a whole as Federal financial support is dependent upon it and authorities can require Asbury to provide evidence of participation. If there is a week where you are not able to participate you need to discuss that with me.

Participation in on-line postings and discussion will be assessed (20%). There are two parts to this:

(a) **Responses to set questions** – which means posting at least 200 words per week on one or more of the set questions interaction with other students; and

(b) **Other comments** initiating discussion or responding to other people's postings.

Assessment on on-line interaction

*How **often** do I need to be on-line?* You should be reading and posting to the appropriate forums at least once each week. Preferably twice; More often is possible and can be helpful but can also be counter-productive if the quality goes down!

*How **many** postings do I need to make?* Each week you will typically need to be posting your own responses to a set question or questions and *also* responding to one or more postings by others. So two postings would usually be expected, perhaps on the same day, perhaps not.

*How **long** should they be?* There is no standard. This will vary. Where there are set questions you need to answer them but most of the time the point is not to be as expansive as you can but to state the point as simply as possible. Interactions with other postings can vary from a single word to several paragraphs.

The assessment is based upon -

1. *Quality* – this is the key issue, and your responses to the set questions are central. You will primarily be assessed on these but other responses you make to other people's postings will also be taken into account.

2. *Quantity* – it is not always the case that more is better but avoid minimalism.

3. *Frequency* – weekly contributions are required. Several contributions a week are encouraged. But dozens are not!

4. *Timeliness* – keeping up with a discussion is helpful. (But sometimes it is better to let an issue work its way through the brain before replying (!☺) so don't let time stop you from responding to an earlier posting – though not all the time!

5. *Accuracy* – are the responses to the set questions accurate? Do they summarize the material accurately, or comment appropriately or assess with insight – according to the need of the question?

6. *Appropriateness* – does the posting relate to the issue; does it advance the line of thought?

7. *Theological Insight* – does the posting represent good theological/biblical insight?

8. *Practical application* – does the posting help apply theology to life?

Requirement 2: A reflection paper:
A reflection paper of between 1,000 and 1,200 words is required by **the last day of the first module - 1ˢᵗ March).** Details about the topic for the reflection paper can be found in the instructions for module 1. It is worth 10% of the total grade. See below for more detailed instructions.

Instructions for the reflection paper
The topic for the reflection paper is found within the instructions for module 1. These short papers (approx 1,000-1,200 words but definitely no more than 1,400 words) are fixed in format and are

comprised of three parts: an abstract, the highlight, and the effect. Following is a description of the content, length, etc. for each of these parts. It is best if, in your assignment, you use these headings. This assignment does not allow for creativity in form. (That comes in assignments 4 and 5!)

Abstract: The abstract is a 300-500 word summary of the content of the reading you have selected. The aim is to demonstrate that you understand the material and that you can report it articulately.

Highlight: The highlight is 200–400 words which deal with that aspect of the selected reading which you found most striking. It may be that you found the point in question striking either for a positive or a negative reason. So, report the highlighted point, and give the reason(s) that you found it so.

Effect: We do not engage in the study of theology merely in order to know more in the abstract sense. Rather, our goal is to develop spiritually and to become better able to serve in the roles to which God has called us. Consequently, I am interested here in 200-400 words on how you expect your ministry to be different as a consequence of reading this piece. Questions to consider are: how will this affect my ministry? What will I see differently as a consequence of this reading? Etc.

Other: You should exercise your normal cautions with regard to grammar, spelling, coherence of presentation, etc.

Submit your paper as required (see 'Submission of assignments').

Requirement 3: One bibliographic exercise

A **bibliographic paper** based on the needs of the final paper (see point 5 below) is required as part of module 2 and is worth 10% and is required by **the last day of the second module (15th March).**

You should choose one of the major essay topics which, *later on*, you will write on. The point of the *present* exercise is to develop skills in research using on-line facilities and the topic you have selected will be the focus of your research. You will be producing a list of resources which relate to the topic and which you believe may be the most useful for your reading. It is important to note that *for the present exercise* you do *not* have to read these resources but you are making a judgment as to what you expect might be most helpful.

Like requirement 2, this assignment does not allow for much creativity in form! The finished product should be, first of all, *a numbered bibliography* of 15 to 20 resources which have been found using, *exclusively*, the on-line resources available through Asbury Information Commons – Library.

The sources you finally include in your bibliography should be listed *exactly* as required in a proper bibliography as part of the exercise is checking that you are able to do that correctly. You are referred to Carole Slade et al, *Form and Style*, (Boston: Houghton Mifflin, 1994) or a later edition, which provides information on various styles. The most important issue is consistency rather than style. Though I prefer the Chicago style. Help for that particular style can be found in simplified forms on-line. For example, see http://www.libs.uga.edu/ref/chicago.html Do not just list the information about the books/articles in exactly the form produced by your search engine. Search engines produce material in formats that are not necessarily what is required when citing them in a paper. You may need to convert the material to an acceptable style.

Your bibliography must include *at least 8 books* and *at least 3 journal articles* and must include *at least two items where the entire article (or perhaps book) is available in electronic form on the www*. and in obtaining these references you *must* use AsburyScholar on-line. If you do not know how to search using these facilities then part of the exercise is undertaking the tutorials which are available via the web-site found in the Resource Centre.

You must also include in your bibliography *at least one relevant article from a theological dictionary* (see '<u>recommended texts</u>'). This might be an exception in that it may not be sourced through Asbury's on-line facilities – you may have it on your shelf. Note also that although dictionary articles must also be cited when they are used in papers they are not, according to the Chicago Style convention, necessarily listed in bibliographies (although I am happy for them to be included).

And at the end of the list you must *note the total number of books and the number of articles*.

You will obviously not be including all the references you find in your searches. The books you include need to be *selected according to certain criteria*.

1. *Relevance* to the topic – an obvious criterion

2. *Level* – you probably need a mixture of levels – from introductory to advance. Select some that might give you an overview of issues and include some you think might be more in depth

3. *Area* – again, you will probably want to select a mixture as there are sources which may major on biblical material or historical background or practical implications etc. Which you will select will depend on the topic and how you want to treat it.

4. *Age* – the date material is written is important. New is not necessarily better! You need to consider the relevance of date for the issue you want to address.

5. *Authority* – you should consider the authority of the author (well-respected or trivial?) and of the publisher/source of the material.

6. *Context* – writing occurs in some specific cultural context. Would the paper be helped by material that comes from different contexts or would it be more helpful to have them come from the same general context? A lot depends on the question to be resolved, the methods you employ and the aim you have.

The use of criteria such of these is an art rather than a science. A lot will depend on how you intend to deal with the question and the needs of the question itself (some, for example may require a stronger understanding of history or bible than others).

You should include in your submission *a short discussion* of the selections you made and the criteria you used, their relationship to the specific topic and any problems you faced. No more than 2-300 words.

In summary
1. Specify the topic selected – please!
2. List a total of 15 to 20 items (found exclusively through Asbury on-line facilities - except perhaps the dictionary article)

3. Correctly referenced
4. Numbered
5. With at least eight books
6. And at least 3 journal articles
7. And at least 1 theological dictionary article
8. And at least two items available entirely on the web
9. Total the number of references
10. Finish with a brief discussion.

Submit your paper in the place and manner prescribed. See 'Submission of assignments'.

Remember that **you do not have to read** all these sources. These are the sources which you anticipate being helpful – it is, at this stage a list representing intentions rather than a bibliography representing what you have read. This will be a valuable resource for the final paper you will write. However, the final paper may well use other sources and you may find that some of your initial selections are not appropriate and are not to be included in the bibliography you will provide with the final paper.

Requirement 4: A paper of 2000-3000 words
A paper of 2000-3000 words worth 40% of the total grade is required. The work for this is based on the sources found for the bibliographic exercise in module 2 and the reading and writing up is done during modules three, four and the Reading Week.. The paper is due on April 26th.

Warning: Altogether, from the time you start researching sources at the start of module 2 to submission of the essay you have eight weeks. You have six weeks after submitting your bibliographic exercise. This time can disappear very quickly! Hint: make sure you get onto the paper at the beginning and do some work on it each week.

Topics will be provided later.

Submit your paper as required (see 'Submission of assignments').

Assessment of the essay
When assessing the essay (and often with other assignments) I will be asking whether the following points have been properly addressed; whether they have been dealt with adequately or whether they deserve higher credit. Because papers vary the extent to which each of these applies will also vary. A topic which is inherently biblical will have more than average weight placed on B3, for example. Note the three general areas. However, while it is likely that these three areas will unfold in the paper progressively, I do not necessarily expect to see three separate sections related to these three areas of concern. They will all emerge, more or less, in all sections of the paper.

A: Comprehension and knowledge
  1. Understanding of the central issue(s):
  2. Awareness of variations/different points of view/minor themes.
  3. Elaboration of the issues involved grasp of detail
  4. Use/acknowledgement of source.

B: Analysis and synthesis
  1. Logic and development of the paper

2. Level and quality of analysis of the material presented
3. Use of relevant Biblical material.
4. Overall comprehensiveness

C: Application and evaluation
1. Presentation of a central argument.
2. Ability to constructively criticize.
3. Theological perception/logic.
4. Application of theological insights

D. Presentation
1. Conformity to style guide
2. Style, spelling, sentences, structure.

Requirement 5: One peer reviewed paper

A paper of 1500 to 2000 words is required which is peer reviewed by at least one and probably two other students in the class. Students write a paper on the set topic, it is to be **submitted by 2ⁿᵈ December.** It is important that this paper is submitted on time as the paper is to be read by one or two other students during the final week of the course. Students spend up to one hour reading and responding to each the paper they have received for review: making comments, asking questions and offering suggestions. All students are thus writers and reviewers. (1,500 - 2,000 words). Value 20%. While the grade is based on the paper and not the responses to other students failure to adequately comment on other papers will constitute a failure to complete this assignment.

From the time of submission of the previous paper to the time of submission of this paper it is only two weeks. You need to work on this paper each week. You are strongly advised to begin thinking about this topic earlier – say in October – even if the main work on it is later, and to do some work on it during the reading week.

There is only one topic for this paper and it is: What should the church of the future be like?
The topic can be put simply: "Assume that you are Pope – what policies would you put in place that might see the world-wide church look and work towards the future from a gospel based perspective." But do not take the reference to being Pope too seriously! Don't get tied up in pro and anti-papal discussions or else you will lose sight of the main point of the project which is for you to say what you believe the church of the future should be like and why it should be like that.

Define the future your are working with (time-scale; location; culture etc) and, in particular, outline and discuss those aspects of theology which ought to direct the life and mission of the church of the future and explain why you believe these ones to be most significant and what effect they would have on the shape the church would take if they were allowed to control the church's life, ministry and mission.

Think broadly about the church (you are not dealing with just one small corner of it, but the whole!) And of course the future orientation of this essay does not absolve you from having to look back at the foundational, biblical principles for the church.

Use other sources: Naturally, you should use your own thinking in this paper. It is a paper best done with creative thought. But the use of other sources is commended and citation, as in other papers, is

still essential (even if you use a more creative form of presentation). Other people have had a lot to say that is useful. There is no easy way of saying how many other soources you use, but the use of other writing is very useful and rewarding.

You write your paper (up to 2,000 words) and submit it to the course instructor and others in your team (as advised at a later time) by the required date. During the final week you are responsible to read and respond to the papers submitted by the others in your group (failure to do so will negatively affect your own grade for this assignment) making comments, asking questions and offering suggestions. It is not necessary to spend more than one hour reading and responding to each of the papers you read.

Mode of submission of assignments
Each assignment will be posted in the appropriate module with instructions. Your assignment will only be seen by you and myself. They must be submitted by midnight Wilmore time on the due date, and late submissions may be graded for reduced credit and may not receive written feedback. My responses to your assignments and your grades will be linked to each assignment request. Again, only each individual student and myself can see the grades and comments for that particular assignment. You will know the assignment has been graded when you click on the assignment link.

Grading criteria
Refer to the Academic Catalog for further information. The following descriptions will provide the guidelines for grades based.

      A = Exceptional work: surpassing, markedly outstanding achievement of course objectives
      B = Good work: strong, significant achievement of course objectives
      C = Acceptable work: basic, essential achievement of course objectives
      D = Marginal work: minimal or inadequate achievement of course objectives
      F = Unacceptable work: failure to achieve course objectives

However, some assignments lend themselves better to scoring by numerical assessment rather than by assigning a letter grade initially. These numerical scorings must be converted to letter grades for recording at the end of the semester. The following breakdown is used for conversion purposes.

      A (95-100), A- (90-94)
      B+ (87-89),   B   (83-86),   B- (80-82)
      C+ (77-79),   C   (73-76),   C- (70-72)
      D (60-69),
      F (less than 60)

Late penalties will apply. One to three days late - 10% (of the total mark available for the assignment) and four to seven days late - 20%.

Plagiarism: avoid it. The www is a particular temptation. Bear in mind that the technology that allows someone to find material which can be used without attribution is the same technology which allows someone else to check whether that has happened.

Incomplete
If you do not complete all required work you will fail the course. If you have serious problems completing work by the end of the course you may ask to be designated as 'Incomplete'. However,

such a request must fit the requirements of the Academic Catalog: 'A grade of 'I' denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment.' Note that I am simply unable to enter an 'incomplete' without the prior approval of the Dean who will insist that these requirements are met. Sorry, but this means you need to get organized!

C: Resources

Prayers

Students are encouraged to use the Prayer Forum in Moodle. We have the privilege of being able to support one another in this way. Please pray regularly for the others in the class. Although prayers and prayer requests can be posted at any time each student will be asked, on a roster basis, to provide a 'prayer of the week'. Please try and relate the theme of the prayer to the topic being covered that week. It can be an original prayer or one you have drawn from somewhere else. All students are encouraged to pray this prayer as they begin their study for that week. This means that the prayer for the week needs to be posted up *before* the week begins. **A roster will appear in the Prayer Centre** and you will be reminded to visit it during the preliminary, introductory module.

Video

Videos will be available on the web-site. If you have difficulty with downloading them please contact InfoCommons. If the difficulty remains you can be provided with a DVD or CD. However, this is now unusual. Please note that the images (various pictures and drawings) which appear within the video are copyrighted by other people and organizations and while they can be used in this context for educational purposes you are not permitted to make copies of them or reproduce them in any way. Sorry about that, but please do not involve yourself or Asbury in any legal issues.

Research Responsibilities

While a considerable amount of material is available in set texts, provided in supplementary reading and advice is available from the instructor, students are reminded of their responsibility to find study material, especially when undertaking assignments. One of the assignments will assist in developing skills in this area. Remember that the Asbury library allows a generous amount of time for borrowing – six weeks – and they will bear the cost of posting material to you (though you have to pay to return them).

ExL Support Contact Information

For **general questions and administrative assistance regarding the ExL program**, contact Dale Hale: 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 Phone: (859) 858-2233; Toll-free: (866) 454-2733

Accessing Information Commons Materials

1. General Questions:
   a. 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/information/hours.htm

2. Materials Requests:
   a. To search the library catalog for available materials, click here:
 http://www.asburyseminary.edu/information/index.htm

   b. 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.

   c. 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:
   a. ExL students are encouraged to contact the Information Commons for research assistance including help 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:
   a. To access the online library resources including the library catalog and full-text journal databases, go to http://www.asburyseminary.edu/information/index.htm 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).

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