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NT 622 Exegesis of the Corinthian Correspondence

Fredrick J. Long

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Course: NT622 W1 (SP 2009)
Title: Exegesis of the Corinthian Correspondence
Hours: 3.00
Published: Yes, on 12/15/2008
Prerequisites:
- NT(IBS)51x and NT500 and NT520
- or -
- NT(IBS)51x and NT501 and NT502 and NT520

Department: New Testament
Faculty: Dr. Fredrick Long

Meetings:
During 02/09/2009 to 05/22/2009 on Tuesday and Thursday from 9:30a to 10:45a in SH224.

Maximum Registration: 20
Catalog Description:

Objectives:
NT 622 The Corinthian Correspondence
By the end of the course, students should be able to:

- Employ a range of exegetical approaches relevant to the interpretation of the Corinthian Epistles and apply those approaches to other NT books of similar genre;
- Understand the Corinthian Epistles within their socio-historical, literary, and canonical contexts;
- Identify central issues in the critical study of the Corinthian Epistles;
- Articulate the importance of one's own presuppositions in the task of interpretation;
- Articulate primary theological and ethical concerns of Corinthian Epistles;
- Demonstrate awareness of how the theological and ethical concerns of the Corinthian Epistles contribute to those of the canon and of constructive theology and ethics;
- Differentiate between critical, homiletic, and devotional commentaries; and
- Evaluate critically the usefulness of secondary literature in the study of the NT.

Concise Greek Students should be able to:
- Use Greek-based language tools to demonstrate proficiency in lexical semantics;
- Use Greek-based language tools to identify grammatical constructions (i.e., with regard to verbal aspect, mood, and voice; use of the genitive and dative cases);
- Use Greek-based language tools to engage in syntactical analyses (i.e., with regard to sentence structure and use of clauses);

Comprehensive Greek Students should be able to:
- Diagram passages in the Greek New Testament;
- Translate with minimal lexical assistance any passage from the Corinthian Epistles assigned for the course;
- Perform rudimentary exercises in text criticism.

Additional Comments: The pastorally turbulent Corinthian correspondence is extremely relevant for ministry in our current cultural settings, since it shows Paul’s rigor to communicate effectively across cultures while maintaining his own integrity in relation to the gospel message of Christ crucified and resurrected. Throughout the course, we will be concerned to correlate a particular understanding of the use and contribution of various exegetical tools and resources with (1) contextual readings of the Corinthian Correspondence, (2) secondary readings, (3) focused research, and (4) our exegesis of the biblical materials. The goal will be our transformation to...
Christlikeness by interacting with the Word and through the powerful presence of the Holy Spirit. In this, we hope to glorify God through the development of a vital view of life and a biblical theology that promotes the proactive ministry of Christ’s church as a display of God’s holiness, wisdom, justice, and forgiving love in the world.

REQUIRED TEXTS or RESOURCES:

1. A fairly literal English translation of the Bible; I would recommend NASB95. The RSV or ESV would also be acceptable. The reason for this request is that we will be semantic-diagramming verses in English and Greek. Other translations are encouraged for consultation and comparison.
   NOTE: Use this book as an aid for using the best secondary resources (Bible dictionaries, Greek grammars, lexicons, etc.) for exegesis. Buy it, consult it, and buy books cited in it as needed in this and other classes.
3. A Greek NT; either the United Bible Societies (UBS) Greek NT (4th edition preferred—try to obtain one with the Greek-English Dictionary in the back) or Nestle-Aland (NA) 27th edition which comes also in an addition with parallel Greek and English columns.
4. Commentaries: Buy one and read this during the course, following our schedule of Corinthian readings;

RECOMMENDED RESOURCES:

If you are considering whether to purchase an electronic Bible program, consider the resources available at http://www.logos.com/Academic/AsburyKY/Spring2009/. For example, in NT 520 I require the IVP Reference Collection, which students can purchase here for $102.95 (it contains 13 reference works, and a few other “pocket dictionaries”). The benefits include hovering over a biblical reference and seeing the verses, taking notes and highlighting portions, etc. As you will see in Class, I use Logos (and BibleWorks) just about daily.

COURSE PROCEDURES AND REGULATIONS:

A. Attendance: The important nature of the subject matter necessitates regular attendance. A student’s grade will be reduced by 1/3 (e.g., A to A-) for each set of three classes missed, excused or unexcused. For example, 3 misses = 1/3 grade reduction; 6 misses = 2/3 reduction, etc. Attendance will be checked regularly.

B. Exemption from Assignments, Readings, Due Dates: No opportunity for make-up work or exemption from assignments will be afforded you unless you ask permission ahead of time and permission is granted. This excludes the case of an emergency. Reading and Assignments are expected on the day they are due and are indicated in separate columns in the tentative schedule below. Late assignments are generally not accepted, unless there are extenuating circumstances, since these assignments may be discussed in class.

C. Cell-phones ringers are to be turned off during class.

D. Plagiarism: The definition of to plagiarize is “to steal and pass off as one’s own the ideas or words of another” (Webster’s Third New International Dictionary s.v.). If you use a quotation or part of a quotation, or a key phrase or words, these must be put into quotations and cited there and then. Otherwise, the sentence or idea comes across as your own. Don’t succumb to the temptation. It is okay to research and use quotations from various sources (professors usually like to see thoughtful engagement with academic sources). But, use quotations appropriately and cite the source.

E. Incomplete Work: See ATS 2007-08 Online Catalog, page 31. The student must petition the Registrar and the faculty person involved for permission to receive an “I” at the end of a semester. The petition must be received before 5 pm on the last day of the term. 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. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

F. Duplicate Work with other Classes: Papers and assignments turned in for this class must not be taken or reused from other classes. Those that do so will receive no credit.

DESCRIPTIONS OF CLASS ASSIGNMENTS AND ASSESSMENTS:

As professor, I reserve the right to change, alter, add to, or remove these requirements and/or methods of assessment with proper prior notification of students.

A. Reading Report, Self-Evaluation, and Class Engagement and Participation: 10%
This aspect of your final grade consists of two components:

1. Preparing before the final exam, but turned in at the final exam, a double-spaced, two page paper (one inch margins, Times New Roman 12 pt. font) which includes:
   a. at the top, an approximate percentage of required reading you have completed before the final exam, broken down by the New Testament and the required dictionary readings;
   b. continuing on the same page, a brief one-page self-evaluation on your performance and engagement of the course material and assignments; and
   c. on a second page, reflect on what you have learned and want to continue to learn about the NT and its interpretation.

Grading Criteria: thoughtfulness of self review, written within the page limit, use of proper writing style, free of typos, and fulfillment of the assignment as described.

2. My assessment of your class participation. Your participation with and engagement of the subject matter with professor and fellow students is integral for learning. Far from being a subjective grade criterion, each student’s class engagement and participation will be assessed by a combination of (a) observing the quality and quantity of participation in class, (b) the quantity of self-reported reading, and (c) the improvement of quiz and test scores and the quality on assignments over the semester.

Due at the Final Exam time.

B. Book Survey of 1 Corinthians: 10%
As you read and re-read through either 1 Corinthians at least twice and using your IBS skills, perform a Book Survey of the letter following these steps (or similar depending upon who taught you IBS):

1. Identify general literary form or genre (e.g. poetry, discursive and logical, letter, historical, parable, miracle, prophetic, legal, proverbial, apocalyptic).
2. Give short (2-3 words), accurate, but catchy titles for each chapter.
3. Locate the Major divisions and sub-divisions of the Book or Segment.
4. Identify and briefly describe the major structural relationships operative in the book or segment (such as introduction, summarization, causation, etc.). In order for it to be major, it must govern a majority of the text (e.g., if there are six chapters, then three or more chapters).
5. Ask interpretative questions for each structural relationship identified. BUT, do not answer these questions.
6. Summarize the Strategic Areas for each MSR identified and described in the Survey. Basically this is simply a restatement of the key verses associated with each Structural Relationship. So, for each major structural relationship identified you should have one strategic area. There is no new information here; just a selective recap of what you observed.
7. Note Other Major Impressions, such as tone, atmosphere, figures of speech, or other structurally significant observations not already accounted for in the Book or Segment Survey.
8. Authorship, Audience, Provenance: In Book Surveys, additionally, consider what evidence from within the Book itself (do not use outside sources or secondary works like Bible Dictionaries here!) touches upon the nature, identity, and character of the author, audience, and provenance (that is, the dating and historical circumstances surrounding the writing).

See Grading Rubric to assist in the performance of your Book Survey. See the due date in the tentative Class Schedule below.

C. Book Review: 20%
Read and give a book review of one book (or two if reading Hock/Malherbe) among those listed below. Another book treating Paul and/or the Corinthian Correspondence may be selected after receiving approval from the professor. These books will provide an introduction to the social, cultural, historical factors involved in a study of Corinthian epistles and/or Paul’s rhetorical strategies to deal with this Corinthian congregation. Some of these books are more accessible than others. Many use Greek (and some Latin) with some or no explanation. However, you should be able to understand the main arguments of the book and its conclusions, even if you cannot follow its particular arguments. The main purpose of this Book Review is for you to be exposed to secondary resource material that will likely illuminate the social, cultural, historical and rhetorical dimensions to Paul’s Corinthian Correspondence to help us better ponder their implications for interpretation, praxis, and proclamation today.

For the Book Review follow the following format: 4-5 pages, 12 pt Times New Roman, double spaced with one inch margins.

At the top of the first page in single page give the bibliographic information for the book you are reviewing and your name.

1. For your written book review first state the thesis of the book: what is the author trying to prove or what is he/she doing (e.g., expanding our perspective on such and such)? (½ page)
2. Very briefly walk through the book’s contents noting important, interesting, or controversial conclusions. (½ to ¾ of a page)
3. Then, focus on a few particularly relevant points that shed light on a verse or section within 1 or 2 Corinthians. The point you wish to highlight may relate more broadly to the Corinthian culture or society or Paul’s rhetorical strategies or ministerial practice, etc. (3 pages)
4. Finally, very briefly state the strengths or weaknesses of this book. Would you recommend it? (½ page)
5. After writing your review according to the suggestions in 1-4) above, please also type up a one page single-spaced summary or notes or diagrams, etc. to give to fellow classmates. Please be prepared to give a 5-10 minute summary of the book for presentation and class discussion on the day on which you sign up to present your Book Review Report. See Tentative Class Schedule below.

...
The professor has developed an eight part STEP-UP process of tasks as an aid in the exegetical study and explanation of Scripture. The description of these tasks will be made available to students with PDF files. These eight tasks are described below using acronyms for easier recall (hopefully):

D. **STEP-UP Practice Portfolio (of Previous Work): 30%** The professor has developed an eight part STEP-UP process of tasks as an aid in the exegetical study and explanation of Scripture. The description of these tasks will be made available to students with PDF files. These eight tasks are described below using acronyms for easier recall (hopefully):

<table>
<thead>
<tr>
<th>Movement internal within the pericope</th>
<th>A. <strong>CANGoLF:</strong> Contextual Analysis and Genre or Literary Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. <strong>SOUL:</strong> Study of Original (Urtext) Languages</td>
<td></td>
</tr>
<tr>
<td>C. <strong>SemA:</strong> Semantic Analysis</td>
<td></td>
</tr>
</tbody>
</table>

*General:

**Chapters 1-4:**

**Chapters 5-6:**

**Chapter 7:**
- Wimbush, V. L. *Paul the Worldly Ascetic: Response to the World and Self Understanding according to 1 Corinthians 7.* Macon: Mercer University, 1987.

**Chapters 8-10:**

**Chapter 9:**

**Chapter 11:**

**Chapters 12-14:**

**Chapter 15:**
Students will learn this process first in theory, then by my example on Rom 12:1-8, then in their own practice during class sessions, and finally in their own final performance. The professor will not assign individual grades to the practice portions during class sessions. Rather, on these practice pieces, the professor will only offer comments for improvement on those sections demarcated by the student with either “HELP” or “COMMENT.” The content, development, and quality of these practice assignments will be assessed together as the Portfolio of Previous Work that will be turned in at the final exam time along with the students’ final STEP-UP Report (see description below).

During the class sessions, students will practice each of the eight STEP-UP exegetical tasks. This will be done in two stages. First, it will be done jointly by all members of the class (Feb 19 through March 12); this work will then be discussed during our class time. For due dates and assignment descriptions (in italics), see the TENTATIVE SCHEDULE. Second, starting March 17, individual students will sign up to practice one of the STEP-UP tasks (A. through F) on a pre-selected “Focal Passage.” These tasks will be posted or submitted on Virtual Campus to the whole class (professor and all students) the morning of (8:00 AM) as a file named, for example, “1Cor 5:7-12 CANGoLF by Student’s Name.doc.” [1 Cor 5:7-12] (Please use Word 97-2003 or RTF format). Please name your file accordingly! The students who have performed portions of STEP-UP tasks on the “focus passage” will then discuss their research and findings in a think-tank format facilitated by the professor and involving the whole class during the time slot on the day which they are due. As per the schedule, the class will spend one week on various chapters of 1 Corinthians. In the first session (designated “A”), we will establish the context and interpretive options of the focal passage by discussing the STEP-UP tasks CANGoLF, InterC, HISCHBa, and KeyWiS. In the second weekly session (“B”), we will investigate the meaning of the verses through the STEP-UP tasks of SoUL and SemA; in this same session with the lead of the students who have performed STEP-UP tasks on the focal passage, we will perform the STEP-UP tasks Ev-App and I SEE A.

**Grading Criteria:** fulfillment of the assignments as described, thoroughness of assignments, excellent engagement of Scripture, evidence of hermeneutical reflection, clear writing style, helpful formatting, creativeness in presentation, free of typos, use of appropriate resources and secondary literature, and proper citation of sources.

**E. Final STEP-UP Exegetical Project with typed-up Sermon:** 30%
1. Choosing any passage (approx. 4-6 verses) in 1 Corinthians 5-15 (excluding any “focal passage” chosen for assignments and in-class work beginning March 17), work through the STEP-UP tasks writing up summary reports along the way (see my Example Reports on Rom 12:1-8)
2. Based upon your research and study, prepare a brief sermon (approx. 20 minutes, or about 8 pages double spaced, with one inch margins, Times New Roman 12 pt. font) on your passage.
3. Turn in these materials on the final exam.
4. Also, prepare for a 5-10 minute (maximum) summary presentation of two or three most significant findings from your Final STEP-Project, particularly geared towards bringing 1 Corinthians into our life contexts.

**Grading Criteria:** fulfillment of the assignments as described, thoroughness of assignments, excellent engagement of Scripture, evidence of hermeneutical reflection, clear writing style, helpful formatting, creativeness in presentation, free of typos, use of appropriate resources and secondary literature, and proper citation of sources.

**EVALUATION AND GRADING SCALE:**

<table>
<thead>
<tr>
<th>GRADING SCALE with DESCRIPTIONS (from ATS Catalog)</th>
<th>EVALUATION SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100 = A+</td>
<td>A. Reading Report, Self-Evaluation, and Class Engagement and Participation: 10 %</td>
</tr>
<tr>
<td>92-97 = A “Exceptional work: surpassing, markedly outstanding achievement of course objectives”</td>
<td></td>
</tr>
<tr>
<td>90-91 = A+</td>
<td>B. Book Survey of 1 Corinthians 10 %</td>
</tr>
<tr>
<td>89-88 = B+</td>
<td>C. Book Review: 20 %</td>
</tr>
<tr>
<td>87-87 = B “Good work: strong, significant achievement of course objectives”</td>
<td></td>
</tr>
<tr>
<td>80-81 = B-</td>
<td>D. STEP-UP Practice Portfolio (of Previous Work): 30 %</td>
</tr>
<tr>
<td>79-77 = C+</td>
<td>E. Final STEP-UP Exegetical Project with typed-up Sermon: 30 %</td>
</tr>
<tr>
<td>70-71 = C</td>
<td>total = 100 %</td>
</tr>
<tr>
<td>68-69 = D+</td>
<td></td>
</tr>
<tr>
<td>60-67 = D “Marginal work: inadequate, minimal achievement of course objectives”</td>
<td></td>
</tr>
<tr>
<td>&lt;60 = F “Unacceptable work: failure to achieve course objectives”</td>
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**TENTATIVE SCHEDULE:**
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS (in Bold)</th>
</tr>
</thead>
</table>
|      |      | • Introduction & Syllabus  
| 1    | Feb 10 | • Interpretive Presuppositions: CIE  
|      |      | • Life of Paul  
|      |      | • Corinth and the Critique of Paul |
|      |      | • Interpretive Presuppositions: GoLF  
|      |      | • Epistolary Opening and Closings:  
|      |      | • 1 Corinthians 1 and 16  
|      |      | • The Rhetoric of 1 Corinthians |
| 2    | Feb 17 | Discuss 1 Corinthians Book Survey | 1 Corinthians Book Survey Due  
|      |      | • Think about “focal passages” to study for practice  
|      |      | • Consider selection of passage for Final Exegesis |
|      |      | STEP-UP: CAN GoLF in 1 Corinthians 1-4 | 1. Read carefully 1 Cor 1:10—4:21; What is the context? What is Paul arguing about?  
|      |      | 2. Consider what literary form(s) are present in 1 Cor 3-4; how does this affect your interpretation? |
| 3    | Feb 24| STEP-UP: InterC in 1 Corinthians 1-2 | 1. Choose one OT Scripture quotation in 1 Cor 1-2, and investigate its original context and Paul’s use in 1 Cor;  
|      |      | 2. Choose two adjacent verses in 1 Cor 1-2; using the suggested resources, investigate allusions and thematically related passages; a. any helpful findings? b. evaluate resources used. |
|      |      | STEP-UP: SOUL in 1 Corinthians 2:1-8 | 1. Look at the textual variants in 1 Cor 2:1-5; be sure to understand the text-critical sigla; compare NA27 and UBS4 texts; Also see Metzger’s Textual Commentary of the GNT. Which resources are most useful for your purposes?  
|      |      | 2. Work through 1 Corinthians investigating items 2-9 in the “SOUL” (flow of conjunctions, significant word order, pronouns, etc.).  
|      |      | 3. Finally, Perform a “Mark-Up” of 1 Cor 2:6-8.  
|      |      | • Choose “Focal Passages” for March 17 onward. |
| 4    | Mar 3 | STEP-UP: SemA in 1 Cor 2:6-8, 10-16 | 1. In English and then in Greek, perform a Semantic Diagram and Analysis of 1 Cor 2:6-8;  
|      |      | 2. In English first, perform a Semantic Diagram and Analysis of 1 Cor 2:10-16;  
|      |      | 3. In Greek, perform a Semantic Diagram and Analysis of 1 Cor 2:10-16; |
|      |      | STEP-UP: HISCHBa in 1 Cor 3:10-17 | Perform a “HISCHBa” analysis on 1 Cor 3:10-17 |
|      |      | BOOK Reviews for General or 1 Corinthians 1-4 | 1.  
|      |      | 2.  
|      |      | 3.  
|      |      | 4.  |
| 5    | Mar 10 | STEP-UP: KeyWis | 1. Perform a “KeyWis” based upon what words interest you from your work through 1 Cor 1-4;  
|      |      | 2. Be willing to share the results of your study in class, and any difficulties or questions you have. |
|      |      | STEP-UP: Ev-App & I SEE A in 1 Corinthians 1-4 | 1. Based upon any 2-3 verses in 1 Cor 1-4, perform the task of “Ev-App”  
|      |      | 2. Based upon these same verses, continue your analysis by completing the task “I See A.” |
| 6    | Mar 17 | 1 Corinthians 5-6 A  
|      |      | Focal Passage: _______ | CAN GoLF & InterC:  
|      |      | 1.  
|      |      | 2.  
|      |      | HISCHBa & KeyWis:  
|      |      | 1.  
<p>|      |      | 2.  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Pages</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Mar 19 | 1 Corinthians 5-6 B | SOUL & SemA: 1.  
2.  
Ev-App & I SEE A: ALL in Class |
|       |       | BOOK Reviews for 1 Corinthians 5-6 | 1.  
2.  |
| Mar 24 | 1 Corinthians 7 A | CAN GoLF & InterC: 3.  
4.  
HISCHBa & KeyWiS: 3.  
4.  |
|       |       | Focal Passage: ________ | |
| Mar 26 | 1 Corinthians 7 B | SOUL & SemA: 3.  
4.  
Ev-App & I SEE A: ALL in class |
|       |       | BOOK Reviews for 1 Corinthians 7 | 1.  
2.  |
|       |       | March 30-April 3 Spring Reading Week | |
| Apr 7  | 1 Corinthians 8, 10 A | CAN GoLF & InterC: 5.  
6.  
HISCHBa & KeyWiS: 5.  
6.  |
|       |       | Focal Passage: ________ | |
| Apr 9  | 1 Corinthians 8, 10 B | SOUL & SemA: 5.  
6.  
Ev-App & I SEE A: ALL in Class |
|       |       | BOOK Reviews for 1 Corinthians 8, 10 | 1.  
2.  |
| Apr 14 | 1 Corinthians 9 A | CAN GoLF & InterC: 7.  
8.  
HISCHBa & KeyWiS: 7.  
8.  |
|       |       | Focal Passage: ________ | |
| Apr 16 | 1 Corinthians 9 B | SOUL & SemA: 7.  
8.  
Ev-App & I SEE A: ALL in Class |
|       |       | BOOK Reviews for 1 Corinthians 9 | 1.  
2.  |
| Apr 21 | 1 Corinthians 11A | CAN GoLF & InterC: 9.  
10.  
HISCHBa & KeyWiS: 9.  
10.  |
|       |       | Focal Passage: ________ | |
| Apr 23 | 1 Corinthians 11 B | SOUL & SemA: 9.  
10.  
Ev-App & I SEE A: ALL in Class |
|       |       | BOOK Reviews for 1 Corinthians 11 | 1.  
2.  |
## ONLINE SECTION DESCRIPTIONS AND COMMUNICATION GUIDELINES:

The Virtual Classroom is built upon the open-source Moodle platform. By logging into http://one.asburyseminary.edu and clicking on the Virtual Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course.

The following are functions with which you should familiarize yourself:

1. The **Course Information Center** contains many features to be used throughout the semester: a) **Course News and Announcements**, where I will post items important for the entire class; b) **Syllabus**, where a copy of the syllabus is provided; c) **To Professor**, which is a way for you to post a message directly to me and we can discuss an issue privately; d) **Course Questions**, which is a public forum where
you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a
question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me
you should post it to the Course Questions Forum; e) **Prayer Forum**, which is a public forum where you can post prayer concerns and
praises for all to see. This is a way for us to build community; f) **Open Forum**, which is a public forum where you can post anything that
is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-
related, etc. This is a way for us to build community.

2. **Modules**, which are located below the Course Information Center, will contain forums where group discussions will take place,
documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be
clearly labeled so you can follow along during the semester.

**Virtual Support Contact Information**

For technical support, library research support, library loans and virtual media contact Information Commons:
Info.Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733

For general questions and administrative assistance regarding the Virtual program, contact Dale Hale: ExL.Office@asburyseminary.edu
Phone: (859) 858-2393
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://private.asburyseminary.edu/information-commons

2. **Materials Requests:**
   a. To search the library catalog for available materials, click here: http://private.asburyseminary.edu/information-commons
   b. 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. 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. 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 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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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.