SP 501 Communication as Christian Rhetoric

Joy J. Moore
Welcome!
I'm Joy J. Moore, professor and facilitator for the Fall semester extended learning course of SP501. Here is the syllabus for our class this semester in Communication as Christian Rhetoric. This will serve as our established orientation throughout the semester so it is very important that we all begin by reading the notes provided below. From here you will be guided through the various learning modules, virtual lectures, and discussion rooms, which will facilitate our learning this semester. If you have questions or concerns just click on the office icon, jot me a note and I will get back to you a.s.a.p. I am scheduled to have virtual office hours on Thursdays of each week from 9:30am – 10:30am and an evening time TBA.

Endeavors

∙Reflection: To identify how ways of thinking derived from biblical and classical rhetoric, communication and cultural studies inform the practice of Christian speech;

∙Demonstration: To demonstrate the theo-logic of Christian language, for selecting and arranging material in a manner fitting for particular situations and audiences, and for clear, coherent persuasive delivery; To articulate persuasive arguments in written and oral form that demonstrate a capacity for faithful Christian discourse supported by appropriate research and reflection.

∙Articulation: To communicate (within a Wesleyan framework) a vision of Christian rhetoric that demonstrates an understanding of how theory is embedded in and informs practice.
Description
This course provides a context for instruction and practice that introduces the craft of written and spoken communication within a clearly articulated Wesleyan theological framework for the purpose of Christian ministry. Rather than simply replicate undergraduate speech and communication studies, this course is designed to integrate theological and scriptural knowledge, rhetorical and cultural understanding, for clear, coherent, and persuasive written and oral expressions of Christian speech in the practice of Christian leadership. We will appropriate means for cultivating necessary habits of Christian life and speech in light of the Christian rhetorical tradition, classical rhetoric, and contemporary communication studies in preparation for Christian ministry in a multi-cultural society. By providing a window into contemporary cultural contexts, theological reflection, and the practical skills necessary for Christian communication, this course provides a challenge for socially sensitive, culturally relevant, biblically informed, and theologically reflective practices of communication. The goal is to provide the information and tools that will enable you to evidence a Christian imagination in written and verbal presentations. You will not only practice speech design and delivery, but will also grapple with the significance of Christian expression in a variety of contemporary contexts.

Course Objectives
Upon completion of course, students will demonstrate ability to:

- Express a basic understanding of the important features of classical rhetoric;
- Determine speech goals that meet a variety of audience needs;
- Develop a strategy for the organization and development of material in a way that is suited to the situation for clear, coherent presentations, and persuasive delivery;
- Recognize and eliminate grammatical errors, misspelling, distractive material and offensive constructions;
- Present an introduction and draw a conclusion that clearly relates the presentation to the subject or topic;
- Present an argument demonstrating proper reflection, research and use of sources;
- Discuss knowledgeably critical issues related to communication as a Christian leader in non-congregational arenas;
- Develop and communicate a vision of Christian rhetoric in a way that acknowledges how theory is embedded in and informs practice, enabling perspective and judgment necessary for effective communication.

Resources
Because this is a course that tries to be both practical as well as theoretical, the following texts and materials are necessary for you to complete this course:
Audio/Visual Equipment:

Since this course involves PRESENTATION, you will need to have access to the following equipment:

1. A Video Camera for video-taping of two presentations. The camera should be in NTSC format. (NTSC is the format used in the USA. PAL and SEACAM are used outside the country and will not work for this course.) I can accept either video tapes or DVDs. Your choice of media will depend on what your team members can listen to as well.

2. Video Equipment to copy your video presentations. All video tapes or DVDs should be copied for your own security in case an assignment is lost in the mail. (Lost assignments have happened every semester so don’t think it can’t happen to you!)

3. Real Producer—a free download in the course center. You can use this program to record all audio-only presentations.  
   
   http://forms.real.com/rnforms/products/tools/producerbasic/

4. A microphone that can record audio presentations into Real Audio format. (If you would like to add a webcam, that’s great but it is not necessary.)

5. A cassette recorder (if you decide not to use RealProducer).

6. Mailers for your audio and video presentations.


8. About 10 BLANK audio cassettes.

Local Support:

SP501 is a performance class. So, we have to make available live-audience speaking opportunities for a class of persons located around the globe! It’s been done before, and you’ve signed on to make it happen in your area. ☺☺☺ You’ll need to enlist a few persons in your local church or community to serve as your advisors. Combining their feedback with your classmates will offer you a diverse selection of constructive criticisms as you develop as a Christian communicator.

There must be at least FIVE advisors to listen to your video-taped presentations and complete the evaluation forms. THREE advisors should commit to listen to all videotaped presentations during the semester. The other advisors can be used who do not have to be at all presentations as long as there are at least five for the presentation. (note this means you’ll have to have more than five) Advisors should meet the following qualifications:

1. At least one advisor must be male and not married to the female advisor.

2. At least one advisor must be female and not married to the male advisor.

3. All advisors must be adults (over 18).

4. No more than ONE advisor may be member of your family.
In addition to local advisors, you will also need the help of two additional people: a \textbf{camera person} to operate your video camera and a \textbf{timer} to help you stay within the time-limits of each presentation. Neither one of these should be advisors. I suggest that you equip your timer with visible index cards marking the 2-minute, 1-minute, 30-second end of your presentation. They can hold them up in an unobtrusive way during your presentation.

\textbf{For Video Presentations}

1. Record your presentation using a VHS or digital movie camera. Remember, your cameraperson SHOULD NOT be one of your advisors since they will be busy filling out your evaluation sheets.

2. Immediately after your presentation, ask your advisors to take time to fill out their evaluation sheets.

3. When the sheets are completed, ask them for verbal feedback as well so that they can elaborate on their comments.

4. Collect the sheets and photocopy them. Send the copies to me at 204 N. Lexington Ave, Wilmore, KY 40390-1199. Keep the originals in a safe place until the end of the semester.

5. Copy your video using your camera and a VCR or some other copying device. You should make copies for:
   a. Your instructor (204 N. Lexington Ave. Wilmore, KY 40390)
   b. Your team members (you will need to exchange postal addresses as soon as you are assigned to a team. Teams may change during the semester so keep informed.)

6. You are responsible to \textbf{KEEP YOUR ORIGINAL} until the end of the semester. \textbf{This is important! Mail services can lose things! Please make sure you use a reliable mail service.} Use priority/first class mail or the UPS/Fed Ex equivalent. I strongly suggest that you invest in the appropriate mailers for both video cassettes and for audio tapes. This will save you and me a lot of headaches. \textbf{Please e-mail me and your team members when you send your tapes so that we can know to expect them.}

7. When you receive your video, please send an evaluation to each speaker of your team and \textbf{COPY IT FOR THE INSTRUCTOR}. If you don’t send me a copy, then you will not receive credit for the evaluation.

8. When I receive the video or audio tape, I will send my evaluation to you as a Word attachment. I may also place some sample audio/video presentations on the course web site.

\textbf{There are three ways you can do the audio-only assignments:}

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OPTION # 1—Use Real Producer and send them as e-mail attachments (preferred):
1. Download and install Real Producer Basic from the media link.
2. Using the recording wizard, choose the second option “Record from a media device.”
3. Since you are only doing audio, select “capture audio” from the following screen and click “next.”
4. Fill out the information to identify your presentation. You only need to fill in the “title” and your name. Click “next”.
5. On the “file type,” choose “Single-rate web servers.” Click “next.”
6. For target audience, choose 28K modem. Click “next.”
7. For audio format, choose “Voice Only.” Click “next.”
8. For the output file, leave as is (or safe it differently if you’re computer savvy—just make sure you retain the “.rm” extension.) Click “next.”
9. Click Finish.
10. Plug in your microphone. Click “start” when you are ready to record. When you are done recording, click “stop.”
11. Click play to review.

Advantages – allows some extra time for completing your assignment and getting swifter feed back from your class members. Also, sending these files as e-mail attachments eliminates postage costs! Disadvantage – sometimes these files take a long time to download – especially if you are working with a dial-up connection.

OPTION #2 (slight variation on #1)
1. Record your presentation using the recording program that comes with your Windows operating system.
2. This will produce a .wav file. Save that file to a place where you can easily find it.
3. Because the file is large you may want to use Real Producer to convert the file to a .rm file. OR you can send it as an attached file so that your team members can listen.

Advantages – same as above. Disadvantage – .wav files are HUGE. Upload and download will take a long time. I recommend this only if you and your team members have a DSL or cable modem connection.

OPTION #3 (least preferred)
1. Record your presentation on a blank audio cassette
2. Make copies for yourself, for me, and for the members of your learning team.
3. Send them by a postal service to your team members and to me to be evaluated. Make sure that you include enough postage so that they arrive as priority or first class mail.
Important Stuff
When working with video and audio files, videotape, e-mail and regular mail, some things you should ALWAYS keep these things in mind:

Observe all due dates. With the technology of fax and downloads, “it’s in the mail” will no longer serve to suspend time limits. ExL classes therefore can serve to push us ahead to getting things done in a timely fashion. One thing about “speech making” – when you are on, you’re on. The event is the deadline, and you can’t ask for an extension because your computer crashed. All that is to say, late assignments will not only lower your grade, they also jeopardize the process for class discussion, peer evaluation, and progressing through the modules. Therefore, also observe the 24-hour turn around. Get assignments off within 24 hours. Make sure you include enough postage when you send video and audio tapes. (Remember time due is EASTERN STANDARD)

Observe time-limits. Each presentation has specific time limits, not only in consideration of recording, copying, downloading, and evaluating time, but in recognition of effective communication strategies and audience attention spans.

Keep a copy of EVERY assignment. Things get lost in the mail. Downloaded files get corrupted. Computers crash. Just in case, make sure you save a back-up copy of all your work until the end of the semester.

Required Readings:

Collateral Reading

Library Resources
The required books will not be enough to carry you through this semester. You will need to become acquainted with your local theological and public libraries. Throughout the semester you will need to use a library’s facilities for preparing your speeches, as
well as online resources. Asbury can provide some help for your study. You can access some of their resources via the Resource Center in First Class and you can order articles and books from the librarians at the seminary.

Examples of reference requests include the following:
- Requests for information on how to use or access any of the library resources available online (library catalog/journal databases/websites).
- Requests for books or articles from the B.L. Fisher library.
- Requests for photocopies of reference materials.
- Interlibrary-loan requests for articles available in other libraries.
- Requests for information about how to find books, reviews of books, or citations for articles.
- Requests for guidelines about how to begin looking for information on your chosen paper topic.
- Allow at least a week for requests for materials from the library. ILL requests may take 2-3 weeks.

ExL Team
There are several other people whose work is often behind the scenes but they are essential to the success of this learning experience.

Dale Hale can assist you with general institutional and ExL questions. (ExL_Office@asburyseminary.edu)

Asbury's ExL reference librarian provides research support. (Information_Commons@asburyseminary.edu)

Dorothy James is in charge of Inter-Library Loans and can find articles for your work. (Library_Loan@asburyseminary.edu)

If you are in need of Technical Support please feel free to contact Alex Miller or Jared Porter at (ExL_Office@asburyseminary.edu). They can handle all ExL technical issues.

Hannah Kirsch is the reference librarian for the ExL program. Please feel free to contact her at Hannah_Kirsch@asburyseminary.edu or (859) 858-2189 with any reference requests you might have.

Program of Study
This is an internet course and requires both independent work and group discussion. The resource base will include a series of powerpoint lectures which I will provide (virtual lectures), the books and various articles we will all read together, and our collaborative exchange of ideas during the course of the semester. The ExL program of Asbury Theological Seminary works to insure that you, as an on-line student, will be receiving the same materials and equivalent experiences of those who are taking the class on-campus. To help achieve this goal, the learning experience is structured in 3 learning modules, with weekly assignments and readings. Modules will be posted in the course center as the class advances throughout the course. Each module will include items for you to discuss as a class, to work on as a team, and to complete as individuals.
Each module will also include the due date for the completion of assignments and presentations. Please note timed deadlines are set according to Eastern Standard Time (EST).

Here are some introductory remarks on the basic elements in the course:

**Discussion Center:** Our discussion throughout the semester will be facilitated in the Discussion Center, found when you first open your course icon. There will also be smaller conversations in Team Folders reserved for smaller groups of learners. **We will not** be using e-mail to discuss issues. Rather we will post responses and discussion points in threaded discussions (in the Discussion Center and the Team Folders) to which only the members of this class will have access. This will support the flexibility afforded by the ExL class such that you can participate at your convenience. This class feature calls for good “e-manners.” Please limit each posting to 50 words or less (unless instructed to do otherwise). Remember that your classmates will not have the benefit of hearing intonation or seeing facial expressions or body language, **so be careful how you put things in writing!** You may be perceived as shouting, when you only meant to add an emphasis.

**Office:** If you would like to speak privately with me as your professor, please click the office icon in our classroom. **Most communication** should be directed to the main discussion window in First Class so that fellow learners can benefit from your questions or comments. However, if there is a sensitive matter you would like to direct my way, including crises in your life, confusion or concern over my evaluative remarks, or a concern about a fellow learner, feel free to send me a note via the Office icon. **Only I have access to material sent to the Office icon.**

**Virtual lectures:** These lectures seek to orient us as a class to the themes under discussion in the particular learning module. They will be supplemented by reading in the textbooks and will be followed by questions which will prompt our discussion. If you do not have a powerpoint program, you can download a reader from the resource folder.

**Teams:** You have been arbitrarily put into teams for the semester. Teams will show up on the class icon the third week of class. The smaller teams will allow you to hold a more in-depth discussion without having to try and converse with all your classmates at one time. Topics will be identified and timelines for discussion posted. After the end of the discussion time, credit for participation in that discussion will no longer be available, though you may continue the conversation if thoughts still arise. You will also interact with these team members for evaluation of speeches. When posting responses, respond to all team members for full credit.
Chat Room: A chat room is available for anyone who wants to discuss their work in real time. In most circumstances, however, we will not use this facility because of our desire to provide flexibility for your learning. There will be a couple of times during the semester, however, when we will have a Real Time interaction within our Team Folders.

Real Audio: Most of the resources for this course are in written format either in your textbooks or in the collaborative classroom. However, in order to listen to one another’s speeches will use presentations in Real Audio format. You must have Real Audio/Video installed on your computer and you can obtain that by going to the Resource Center folder and then clicking on the Real Audio/Video folder. You should do that a.s.a.p. and if you have any problems please contact the technical support team I have mentioned in this syllabus.

Learning Modules: This course is structured into 3 learning modules. Modules move from theory to practice, with weekly lessons, readings, and discussion to foster a progressive shared learning adventure.

Module One: Communication – Obstacles and Opportunities
Having completed this module, students should be able to:

- Express a basic understanding of the important features of communication;
- Determine speech goals that meet a variety of audience needs;
- Discuss knowledgeably critical issues related to communication as a Christian leader in non-congregational arenas;
- Discern how one’s life metaphor provide perspective and judgment enabling and hindering communication.

Module Two: Crafting Christian Communication
Having completed this module, students should be able to:

- Develop a strategy for the organization and development of material in a way that is suited to the situation.
- Recognize and eliminate grammatical errors, misspelling, distracting material and offensive constructions;
- Demonstrate the importance of understanding one’s world enabling perspective and judgment necessary for effective communication;
- Demonstrate that they have begun the process of Christian thinking – i.e., situating life within the interpretive and critical horizons of a biblical theology that offers an alternative vision for communication as a Christian.
Module Three: Speaking Christian

Having completed this module, students should be able to:

- Present an introduction and draw a conclusion that clearly relates the presentation to the subject or topic;
- Present an argument demonstrating proper reflection, research and use of sources;
- Design and deliver a speech demonstrating organization and development of material in a way that is suited to the situation for clear, coherent presentations, and persuasive delivery;
- Communicate a vision of Christian rhetoric in a way that acknowledges how theory is embedded in and informs practice.

Course Requirements and Reading

**Participation** (approximately 20%):

- Assigned reading should be completed by the week listed before attempting to understand the lecture. Participation in all modules of the class is expected. An unexcused absence will result in the final grade being lowered by one full letter.
- Persons are expected to participate frequently and substantively in peer evaluation, demonstrating constructive criticism and their reflective interaction with course reading and the speech’s content. Evaluations for each speech in your section are to be turned on the day the speech is delivered.
- Participants should prepare for each class session by carefully reading the assigned texts.

**On-line Discussions**

A component of each module will be participation in an on-line discussion. The topics for discussion will include both areas of focus within the course materials as well as evaluations of presentations which we will listen to/view as a group. These presentations will be included in the course center in video or audio format. When you reply to a discussion question in the discussion center, please use the “reply” icon so that responses can be threaded together under the question asked. You should respond to at least 5 other students in the class. **DO NOT SEND YOUR DISCUSSION RESPONSES TO ME OR TO THE COURSE OFFICE.**

Some examples of evaluative criteria for on-line discussion may include:

1. Did you give a succinct, understandable statement that reflected your understanding of the course material and its relationship to the question posed?

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2. Did you reflect critically on the interface between course content and personal experience?
3. Did you post your own answers/responses in a timely way, so as to promote conversation among the members of the class?
4. How effective were you in generating ideas/proposals for group interaction?
5. How effective were you in your engagement with the ideas/proposals generated by others?
6. Did you respond to your classmates as per the instructions for the exercise?
7. Did you attend to issues of form and style appropriate to academic writing?

**Special note:** Because this is a course designed to enhance your presentational skills, all speaking assignments must be completed in order to pass the course. Not completing any presentation will result in an automatic F for that assignment and will lower your grade by a full letter.

**Presentation** (approximately 50%)
- Each participant will prepare and deliver, for a grade, four speeches and provide one revised speech. (Note, these are not to be sermons.) For each speech, an outline is to be provided prior to final presentation for comment and suggestion. A manuscript, prepared in advance (not a transcript of delivered speech), is to be submitted for each speech.

**Written Assignments** (approximately 30%):
- Note that papers should be double-spaced, typed, with a standard 12-point font like Times New Roman and one-inch margins. Written materials must be submitted on time. Late work will be read and graded but will receive no written comments. Late assignments of any sort will result in an automatic reduction of grade by one letter. For each additional day an assignment is late, an additional reduction of a full letter grade will result. Papers are to be submitted online to the Office icon by midnight **Eastern Standard Time** (est) Wednesday of each week, unless otherwise noted.

- A three to five page summary and response to *Wesley’ Scripture Way of Salvation* due Week 3.
- Manuscripts for each speech based on approved outlines.
- Evaluations of Team speeches and self-reflections. (see below)
- A written essay, of eight to ten pages, describing Christian communication is due by Noon (EST) Wednesday, December 15th.
Peer Evaluations
As a student of SP501, you will have an active part in evaluating each other in this virtual classroom. Please take the time to listen carefully to those students you are asked to evaluate. Balance your comments so that they are both encouraging and constructive. Please make your comments as complete as possible. The SP501 office should receive a CC of all peer evaluations. Peer evaluations can be sent using the online forms found by following the links on the course home page or may be mailed as attachments using the evaluation forms in the “Forms Folder.”

Speech Reflection E-mails
After presenting each speech, I would like you write a no-draft reflection e-mail discussing both the strengths and weaknesses your recognized in your presentation. As you progress, consider: What strengths are consistent? What problems persist? Have the evaluations been helpful? Why or why not? (This is a sit-down-and-write assignment.) Do it sincerely and you get full credit.

Grading
As a foundational course for developing a theory of Christian communication, one of the objectives of this class is to set a trajectory for learning. The percentage of the final grade increases with each of the initial assignments. Value is placed on student demonstration of improvement over the course of the semester, as well as the incorporation of new ideas from later lectures.

Check-list for SP501 Presentations

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Mentor Eval</th>
<th>Team Eval</th>
<th>Self-Eval</th>
<th>Media</th>
<th>Time</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Audio</td>
<td>5 min.</td>
<td>5</td>
</tr>
<tr>
<td>Reading</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Audio</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Narrative</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Audio</td>
<td>7 min</td>
<td>20</td>
</tr>
<tr>
<td>Informative</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Video</td>
<td>10 min</td>
<td>25</td>
</tr>
<tr>
<td>Persuasive Practice</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Audio</td>
<td>12 min</td>
<td>15</td>
</tr>
<tr>
<td>Persuasive Final</td>
<td>YES</td>
<td>No</td>
<td>YES</td>
<td>Video</td>
<td>12 min</td>
<td>30</td>
</tr>
</tbody>
</table>
COMMUNICATION

Professor
I have provided my phone numbers and you can contact me via the class icon’s office. For this class, email will be the primary means of setting an appointment time with me, as I will regularly be online. However, you may call – scheduled or unscheduled. If I am not available (which may only mean someone is in my office or I’ve stepped out to refresh my coffee) you can leave a message, with a hint as to when you are next available and I’ll call you back. I hope to have several “voice” conversations with each of you during the semester.

Connecting the Connection
Throughout the semester as you have things to share, prayer requests, even jokes or stories, please post them into the Class Lounge provided. Begin by submitting your birthday or anniversaries or other special days we can ‘share’ with you. There, I will keep you updated on my life. At times I will ask someone to pray for us all as we begin the week. To get to know your classmates, review their resumes by double clicking on their name on FirstClass.
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Course Schedule

Week 1  Sept 7  Communication as Christian Rhetoric
           An Introduction
           Read Guidebook pgs. 7-18, Matrix pgs. 7-27
Week 2  Sept 13  Branded Nation: On the Streets 24/7
            READ Guidebook pgs. 19-30, Matrix pgs. 29-59.
Week 3  Sept 20  Authentic Discourse
            READ Guidebook pgs. 33-77, Matrix pgs. 61-123
            Introductions Due, submitted in Audio-only
Week 4  Sept 27  Thinking about Speaking
            Oral Reading Due, submitted in Real Audio
            Narrative Outlines due, see lecture notes.
Week 5  Oct 4  Content: Selection and Organization
            READ Guidebook pgs. 167-200;
            Succinct Response: Provide 4 sentence succinct response to
            question posed online Week 4. Responses must be received by
            Midnight (EST) Wednesday 6th Oct.
Week 6  Oct 11  From Research to Speech I
            READ Guidebook pgs 119-163, 243-272.
            Provide a 3-5 minute narrative speech. Outlines due on Sept 27 .
Week 7  Oct 18  From Research to Speech II The Informative Speech
            READ Guidebook pgs. 331-348
Week 8  Oct 25  Getting It Said
            READ Matrix 155-219
            Informative Outlines Due Refer to Guidebook pgs. 331-348
Week 9  Nov 1  From Research to Speech III The Persuasive Speech
            READ Guidebook pgs. 349-393, Matrix pgs 221-269.
Week 10  Nov 8  The Blue Nowhere
            READ Matrix pgs 293 – 318
            Informational Speech due. Outlines due Week 8.
Week 11  Nov 15  Mid-Term
            Online Mid-Term to be completed by noon Thursday 18 November.
            Persuasive Outlines Due Refer to Guidebook pgs. 349-393.
Week 12  22nd 26th Nov  No Online Presentation Fall Reading Week
Week 13  29th Nov  Was It Something I Said?
            READ Matrix pgs. 271-291.
            Present persuasive speech practice. Outlines due Week 11
Week 14  6th Dec  Persuasive Speech due (revised)
Week 15  13th Dec  Due: Essay on Christian Communication

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ExL Contact Information:
For general questions regarding the ExL program, contact Dale Hale at
ExL_Office@asburyseminary.edu
For technical support, contact Alex Miller or Jared Porter at
ExL_Office@asburyseminary.edu
For library research support, email contact the Information Commons at
Information_Commons@asburyseminary.edu
For library loans, contact Dot James at Library_Loan@asburyseminary.edu

General Questions:
Information_Commons@asburyseminary.edu, or Toll-free 1-866-454-2733
- This is the best place to start when you have questions about library resources. Help is available Monday-Thursday from 8am - 7pm and Friday and Saturday from 8am - 5:45pm. If the people at the Information Commons desk cannot answer your questions, they will direct you to the person or department who can.

Materials Requests:
Library_Loan@asburyseminary.edu, or Toll-free 1-866-454-2733
- ExL Students may request books, photocopies or email attachments of journal articles/reference books from Asbury Seminary’s Library. Please allow 3-10 business days for all requests to be filled. Contact the library loan office for information on costs and instructions on how to make requests.
- ExL students are also encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Wilmore campus should come to campus to obtain their materials.

Research Questions: Information_Commons@asburyseminary.edu, Or call the toll-free number and then Information Commons x2233.
- ExL students are encouraged to contact Hannah Kirsch (x2189) for advanced 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.

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 (20000XXXX where XXXXX = your student id). If you have questions, contact the Information Commons desk.
PLAGIARISM:

Plagiarism is the presenting of another’s ideas or writings as one’s own including both written and oral presentations. While preaching involves the repetition of ideas and concepts commonly held, by performing your own exegesis and idea development, your sermons will be fresh, new, and current, rather than work you have already used or presentations of a sermon presented by someone else. This will serve also to enrich your performance, as you offer original sermons which reflect your theological understanding and preserve your integrity as a witness of God.

In cases of suspected plagiarism, the instructor will meet 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, reserves the options, depending on her judgment regarding the 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 failin 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. A written report of the episode and of the disciplinary action taken will be submitted to and affirmed by the dean of the student’s School. The student may appeal the decision of the instructor through the normal appeal process.

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. (Seminary guidelines related to acceptable duplication practice of copyrighted materials can be found at the library’s circulation desk.)

(...)adapted from ATSeminary's policy regarding plagiarism

Incomplete Policy

The official end of each term is 4:00 p.m. on the last day of the examination schedule. (Fall 2004 = Dec 17th) This hour is the deadline for handing in all course work. Each instructor may set an earlier deadline for submission of any and all course work. (Fall 2004 = Noon (est), Dec 16th) The Student must petition the faculty person involved and the student’s advisor for permission to receive an “I” at the end of a semester.

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”.

Incomplete grades shall be removed one calendar month prior to the close of the following semester unless an earlier date is designated by the Office of the Chief Academic Officer on the individual petition. If the work is not completed by the time designated, the “I” shall be changed to an “F” unless a passing grade can be given based on work already completed or unless special permission is granted by the Chief Academic Officer.

Professors are required to give either a grade or an “I”, if approved to each student registered for credit in a course.

Students with Incompletes in two or more classes will not be allowed to enroll in new semester or term without permission from their Dean.

(From page 29 of the 2004 – 2006 Catalog)

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Guidelines for Speech Evaluation

- At an “A” level, the presentation:
  - Clearly and concisely conveys the content or focus to be reflected on.
  - Contains no grammatical errors or misspellings or objectionable constructions.
  - Presents its argument in an exemplary fashion, particularly as regards concision and clarity.
  - Draws a powerful conclusion that clearly relates the argument to the thesis.
  - Contains minimal to no distractive material.
  - Demonstrates clear evidence of deep and substantive reflection.
  - Demonstrates exemplary research and use of sources.

- At a “B” level, the presentation:
  - Clearly conveys the content or focus to be reflected on.
  - Contains few grammatical errors or misspellings or objectionable constructions.
  - Presents its argument in a reasonably clear and concise fashion.
  - Draws a substantive conclusion that relates the argument to the thesis.
  - Contains minimal distractive material.
  - Demonstrates clear evidence of substantive reflection.
  - Demonstrates cautious and substantive research and use of sources.

- At a “C” level, the presentation:
  - Attempts to clearly convey the content or focus to be reflected on.
  - Contains frequent grammatical errors or misspellings or objectionable constructions.
  - Presents its argument in a fashion that is hard to follow and exhibits too much “subjectivity” (i.e., excess of opinion at the unnecessary expense of supporting information).
  - Attempts to conclude in a fashion that relates the argument to the thesis.
  - Contains significant distractive material.
  - Demonstrates little evidence of substantive reflection.
  - Demonstrates little evidence of substantive research.

- At a “D/F” level, the presentation:
  - Essentially fails to identify a focus.
  - Contains many grammatical errors and/or misspellings and/or objectionable constructions.
  - Presents little to no argument, and is futilely an opinion piece.
  - Draws no meaningful conclusion.
  - Minimal or no evidence of substantive reflection or research.