"Apply yourself wholly to the text; apply the text wholly to yourself."
Johann Albrecht Bengel
18th c German Lutheran pastor and Greek scholar

Instructor and Contact Information:
Dr. Catherine McDowell; cmcdowell@gordonconwell.edu

Course Meeting Times
Fridays 6:30 – 9:00 pm & Saturdays 9:00 am – 5:00 pm (lunch from 12:00 – 1:15 pm)
on June 5 – 6, June 26 – 27, July 31 – Aug 1

This class involves significant discussion, interaction, and hands-on work in the campus library, hence attendance is crucial and required. Valid excuses for missed class time do not include weddings, mission trips, or family holidays. Students are not permitted to take the course for credit if a total of 1/3 of the classroom hours will be missed. If anyone arrives late or leaves early, it is appropriate to notify the instructor why this was necessary. See also “Late Work” below.

Course Description
This course is an introduction to interpreting and applying God’s word in the Old Testament. The goal is to prepare students for 600 and 700 level Hebrew exegesis courses and for faithfully preaching and teaching God’s word. Attention will be given both to hermeneutical and critical issues in Old Testament studies and to the exegetical process.

Prerequisites
Pre-requisites: IS 502, OL 502, and OT 500
Pre-requisite or co-requisite: NT 501 (NT Survey)

If you have not passed OL 502 at GCTS in Spring 2015 you must pass a Hebrew competency test no later than May 30, 2015 in order to take OT 511 for credit. To take the Hebrew competency test contact the registration office.
Relation to Curriculum
OT 511 is a required course in the MDIV, MABS, MAOT, and MANT degrees. It is a prerequisite for all 600 level Hebrew exegesis courses.

Course Learning Objectives
Students who successfully complete this course will
1. learn exegetical skills which will enable them to interpret God’s word in its historical, literary, and theological contexts.
2. become conversant with current trends in hermeneutics and Old Testament interpretation, and competent in assessing and evaluating these trends.
3. learn to apply Scripture faithfully in a postmodern world.
4. become trained in using quality library resources related to hermeneutics and biblical studies (both hard-copy and electronic).
5. refine his or her skills in graduate level thinking, discussion, research and writing.

These objectives will be measured by the course requirements (assignments, reading, and participation), as listed below.

Relationship to the Mission of Gordon-Conwell
This course, which seeks to maintain academic excellence in the highest tradition of Christian scholarship (GCTS Missions Statement, Article 2), helps students to become knowledgeable of God’s word and competent in its interpretation (GCTS Missions Statement, Article 1).

Office Hours
Office hours are by appointment. Please do not hesitate to email me to set up a time to talk – I am happy to speak with you in person, by phone, or by Skype.

Late work
Late work is not accepted except in the case of genuine illness or serious emergency (“serious” as deemed by the professor). Please do not email late work to me and ask me to make an exception. If you have a legitimate need for an unofficial extension, please contact the professor immediately. If you need an official extension, contact the registrar’s office.

Plagiarism
Plagiarism for any assignment will result in a failing grade for the course, and the Seminary will hold a judiciary enquiry into the matter in accordance with the Student Handbook. Plagiarism may be intentional or unintentional. Please be aware that unintentional plagiarism is still plagiarism. You are responsible for knowing what
constitutes plagiarism. For a refresher, review what you learned in IS 502 and see the following: http://isites.harvard.edu/icb/icb.do?keyword=k70847&tabgroupid=icb.tabgroup106849

Internet Usage
This course will use the Seminary’s web platform, Sakai, for posting resources, announcements, contacting students, etc. Students should be sure that their email addresses are correctly registered with the Seminary for these purposes, and they should access Sakai and their GCTS email accounts several times a week.

Students are asked to refrain from accessing the internet at any point during class sessions, unless otherwise instructed by the professor. “Surfing the web,” checking email, and other internet-based activities are distracting to other students and to the professor, and they prevent the student from fully participating in the class session. You may use the internet during class breaks.

Please turn your cell phone off (not set to silence or vibrate) and refrain from using your cell phone during class for any reason. This includes answering calls and texting. You may use your cell phone during the breaks.

Fonts
For Hebrew and Greek use the SBL Hebrew and Greek fonts which can be downloaded for free at http://www.sbl-site.org/educational/biblicalfonts.aspx. You should also use SBL’s BibLit font for diacritical marks. If you have any technical trouble, read their FAQ page. For further technical assistance email sblfonts@sbl-site.org. The fonts in Bibleworks, Logos, and Accordance are also acceptable.

I use the SBL Hebrew font for the quizzes you will take in Sakai. I recommend that you install them on the computer you will use for the Hebrew quizzes.

Style
Proper citation of sources according to the SBL Handbook of Style is required. Do not use endnotes. Hard copies of the SBL Handbook of Style are available on the reference shelf in the GCTS-Clt library at PN147 .S26 1999. There are also non-checkout copies in the Cooley and Witherington collections in the GCTS-Clt library. A student (condensed) version of the SBL Handbook of Style is available online at http://www.sbl-site.org/assets/pdfs/SBLHSrevised2_09.pdf

Required Textbooks


*Other Required Reading is in Sakai under Resources > Additional Reading.

**Text Critical Terms – Google Doc**

In Sakai > Resources > Text Criticism > Wegner Text Criticism Quiz Study Guide.pdf you will find a list of 60 terms from Wegner’s *A Student’s Guide to Textual Criticism of the Bible*. You will be assigned a few terms which you will define/identify for your classmates. The term assignments will be posted in Sakai > Resources > Text Criticism > TC Term Assignments and sent to you via email on June 1. For the assignment instructions see Sakai > Resources > Text Criticism > Text Critical Terms – Assignment Instructions. Post your work in the class google doc by Wed June 24 by 10 pm (You will receive an invitation via your gcts email to the class google doc). Edits are due Saturday June 27 by 5 pm. **Text Criticism Quiz** - available in Sakai on Sun June 28; due on Sun July 5 by 11 pm.

**Bi-Weekly Hebrew Quizzes**

Students will take 5 short (15 minute) quizzes throughout the course which will include 10 vocabulary words to define (according to the lists at the end of each chpt in BBHG and Pratico and Van Pelt, *The Vocabulary Guide to Biblical Hebrew*), one verse to translate, and parsing of verbs from that verse. New vocabulary (vocabulary you did not cover in OL 502) will be added beginning in Week 6. This will give you plenty of time to review before adding new words.

Quizzes will be available on Wednesday at 12 noon and are due on Sunday by 11 pm.

Week 2: quiz based on OL 501 & 502 (including “BH Vocab 70x or more”
PDF)

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<thead>
<tr>
<th>Week 4</th>
<th>Text Criticism Quiz</th>
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<tr>
<td>Week 6:</td>
<td>quiz based on OL 501 &amp; 502 + words that occur 65x or more</td>
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<tr>
<td>Week 8:</td>
<td>quiz based on OL 501 &amp; 502 + words that occur 60x or more</td>
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<tr>
<td>Week 10:</td>
<td>quiz based on OL 501 &amp; 502 + words that occur 55x or more</td>
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<tr>
<td>Week 12:</td>
<td>quiz based on OL 501 &amp; 502 + words that occur 50x or more</td>
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</tbody>
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*the PDFs for words that occur 50x-70x and 70x or more will be posted in Sakai by June 1 in Resources > Vocabulary

The quizzes are to be taken in Sakai and are located under “Tests & Quizzes”. *No helps or aids of any kind are to be used – no notes, books, charts, the internet, etc.*

**UNIT I INTRODUCTION TO INTERPRETATION**

| Week 1 | June 1-7 | Learning to Read Intelligently |

**CLASS JUNE 5 – 6**

| Week 2 | June 8-14 | The Need for Hermeneutics  
The Canon  
The Interpreter & the Goal of Interpretation |
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<tr>
<td>Week 3</td>
<td>June 15-21</td>
<td>History of Interpretation; Modern Approaches to Interpretation</td>
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**UNIT II ESTABLISHING THE TEXT**

| Week 4 | June 22-28 | Textual Criticism |

**CLASS JUNE 25 – 26**

**UNIT III INTERPRETING LANGUAGE AND FORM**

<table>
<thead>
<tr>
<th>Week 5</th>
<th>June 29-July 5</th>
<th>Translation</th>
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<tbody>
<tr>
<td>Week 6</td>
<td>July 6-12</td>
<td>Syntax &amp; Grammar</td>
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<td>Week 7</td>
<td>July 13-18</td>
<td>Semantic Analysis: Discovering the Meaning of Significant Words and Concepts</td>
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<tr>
<td>Week 8</td>
<td>July 20-26</td>
<td>Literary Forms (Genre) &amp; Features</td>
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UNIT IV THREE KEY CONTEXTS

Week 9  July 27-Aug 2  Historical, Cultural & Geographical Contexts;
                      Authorship, Audience, Setting

CLASS JULY 31 – AUGUST 1

Week 10  Aug 3-9  Literary Context

Week 11  Aug 10-16  Biblical-Theological Context: Interpreting the Parts in Light of the Whole

UNIT V LIVING OUT THE TEXT

Week 12  Aug 17 – 22  A Transformed Life as a Living Gospel “Text”

Assignments and Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Points</th>
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</thead>
<tbody>
<tr>
<td>Reading and Viewing Log (12 entries, .5 point each)</td>
<td>6</td>
</tr>
<tr>
<td>Each week under “Assignments” (in Sakai) submit an accurate and honest percentage, of assigned reading (and video watching, when applicable) you have completed. For example, if you completed 70% of the reading (and video watching, when applicable), enter .7. If you completed 100%, enter 1. You cannot enter to the hundreths, so if you completed 75%, round down to .7. The submission is due each Sunday by 11 pm. On the weekends we have class, the reading is due on Friday at 6:30 pm when class begins. The reading is the backbone of the course – please be sure to complete all of it for the sake of your learning and preparation for future exegesis courses and ministry. Avoid this mentality, “If it only counts 6% of my grade then I don’t need to do all of it.” Focus instead on the importance of learning the material.</td>
<td>6</td>
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<tr>
<td>Oral Presentation (Weekend I)</td>
<td>6</td>
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<tr>
<td>Textual Criticism google doc; Discussion Assignments for Weeks 1, 2, 3, &amp; 12 (= Preparedness for Class and Participation in Discussion (4 points each)</td>
<td>20</td>
</tr>
<tr>
<td>Text Criticism Quiz – 4 points</td>
<td>4</td>
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</table>
5 Hebrew Quizzes—these are brief (15-20 minutes each) and are largely a review of what you have already learned in OL 501 & OL 502. Available in Sakai. 3 points each. See “Weekly Hebrew Quizzes” below.

7 Exegetical Exercises (7 points each). Due Sundays at 11 pm, but you can turn them in early if you would like to take Sundays off.

| Total | 100 |

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>81-83</td>
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<td>C+</td>
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<td>C</td>
<td>74-77</td>
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<tr>
<td>D</td>
<td>66-69</td>
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<tr>
<td>F</td>
<td>65 and below</td>
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</tbody>
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Instructor Feedback
Barring an emergency, I will respond to questions or messages within 24-48 hours, excluding Sundays. I will return graded assignments within 10-14 days of submission.

How to submit your Exegetical Assignments
Before turning in your exegetical assignment, use the VeriCite tool in Sakai to check for plagiarism. When you are ready to turn in your work, post it in Sakai as a pdf or word.doc (note: when you post your work in Sakai it will automatically be scanned by VeriCite to check for plagiarism, so please do this beforehand. If plagiarism is detected, your work will be sent to the judicial committee.)

Netiquette
Gordon-Conwell does not tolerate disruptive or disrespectful behavior in the online communications in any course. Students should review the netiquette policy in the Student Handbook and this website: http://www.albion.com/netiquette.

Additional Seminary Policies
For additional seminary policies that may pertain to this course, please refer to the Syllabus Addendum.

UNIT I INTRODUCTION TO INTERPRETATION

Week 1 June 1 – 7
Learning to Read Intelligently
“Cultural literacy is crucial for those who are not content simply to be carried along by cultural winds and waves (cf. Eph 4:14) but who want critically and constructively to engage culture for the sake of the gospel.”

K. Vanhoozer, *Everyday Theology*, p. 18

“...if we are disposed to go on learning and discovering, we must know how to make books teach us well.”

M. Adler, *How to Read a Book*, p. 15

Welcome to OT 511! I chose this particular reading for Week 1 for two reasons: 1. in order to get the most out of what you read, every graduate student should know and employ the reading strategies Adler promotes and 2. we want to keep the goal in our sights: effective communication (through both proclamation and by “living out the text”) of God’s word to God’s world. This will require that we become literate in the exegesis of both texts and culture. The focus in the course is on the former, but we will begin and end with the latter, which will be developed even further in your theology and exegesis courses.

**Objective**

To become more intelligent readers of both texts and culture so that we can ascertain the meaning of what we read (specifically the Old Testament), and communicate that meaning effectively to our world.

**Read**

Adler and van Doren p. 3-20, 31-136

Vanhoozer, *Everyday Theology* p. 7-60 (in Sakai)

**Assignments**

See Sakai > Resources > Assignments > OT 511 Assignment Week 1. Students will give their presentations on Saturday in class.

Be prepared to discuss the Adler and van Doren reading. See Sakai > Resources > Discussion Questions > Adler and van Doren_How to Read a Book.
Week 2 June 8 – 14
The Need for Hermeneutics; The Interpreter & the Goal of Interpretation

This week is an introduction to biblical interpretation. Pray for God to give you a sense of excitement at learning how to interpret his word, and to open your mind that you may understand the Scripture, the written revelation of God himself. Interpretation is demanding work, but it is well worth the reward of understanding God’s word, knowing Him through it and, as a result, living a transformed life.

Objectives
● to understand the need for and the rewards of skilled biblical interpretation, as well as the challenges we face.
● to be introduced to the OT and NT canon and the major English translations.
● to understand further how one's own presuppositions about the nature of Scripture and the task of interpretation shape his or her work.

Read
KBH Introduction and Chpt. 1, 5-6

Assignments
See Sakai > Resources> Assignments > OT 511 Assignment Week 2. Due Sun June 14 by 11 pm.

Hebrew Quiz for Week 2: based on OL 501 & 502 (including “BH Vocab 70x or more” PDF). Available Wed at 12 pm, due Sunday by 11 pm.

Week 3 June 15 – 21
History of Interpretation; Modern Approaches to Interpretation

“What a man had rather were true he more readily believes.”
Francis Bacon

Week 3 is designed to give students a brief overview of the history of biblical interpretation, including a survey of modern approaches. Special attention will be given to the hermeneutical challenges evangelicals face in a postmodern world.

Objectives
● to gain an appreciation for the lengthy history of biblical interpretation that has preceded us.
● to be introduced to and learn to evaluate some of the recent literary and social-scientific approaches to biblical interpretation.
● to consider in what ways postmodernism has had a beneficial impact on hermeneutics.
● to understand what is at stake if we abandon an author-oriented approach to hermeneutics.

Read
KBH Chpts. 2-3


Hoffmeier, “These Things Happened”: Why a Historical Exodus is Essential for Theology” in Sakai > Resources > Additional Reading > Israel in Egypt-Hoffmeier

Assignment
See Sakai > Resources > Assignments > OT 511 Assignment Week 3. Due Sun June 21 at 11 pm.

UNIT II ESTABLISHING THE TEXT

Week 4 June 22 – 28
Textual Criticism
CLASS JUNE 25 – 26

This week we will “meet the manuscripts” on which our modern translations are based and become acquainted with the discipline known as “Old Testament textual criticism.”

Objectives
● to introduce us to the ancient biblical sources and the world of textual criticism
● to learn some of the basic text critical terminology and criteria for evaluating the ancient witnesses
● to apply what we’ve learned to a text critical problem in Exodus

Read
KBH p. 119-125
Wegner pgs. 19-37, 44-78, 89-203, 269-301.

Assignment
See Sakai > Resources > Assignments > OT 511 Assignment Week 4.pdf. Due Sun June 28 by 11:00 PM. Upload your work into Sakai as a PDF.
UNIT III INTERPRETING LANGUAGE AND FORM

Week 5  June 29 – July 5
Translation

Translation is a far trickier business that we realize after just one year of Biblical Hebrew. This week we will learn more about what translating a text from one language to another actually involves.

Objective

to become aware of key issues in Bible translation so that we may be better and more faithful translators of God’s word

Read

Read/Re-read Fairbairn “Understanding Language” in Sakai > Resources > Additional Reading > Understanding Language Chpt. 1
KHB Chpt. 4
Vanhoozer, Meaning p. xiii-32*

*This week we begin reading K. Vanhoozer, Is There a Meaning in This Text?, one of the most significant books on hermeneutics published in the last 20 years. This is not an easy book to read and understand – you may need access to a dictionary to look up words or references with which you are not familiar. The hermeneutical issues it addresses and raises, however, are extremely important for us to consider. Further, they are highly relevant to our understanding of Scripture and to our desire to articulate the gospel faithfully in a postmodern world. You will not be tested on this book, but it will serve as the basis for several classroom discussions (discussion questions will be posted in Sakai under Resources > OT 511 Resources > Vanhoozer Discussion Questions) for which you need to prepare in advance. I have spaced the reading out over eight weeks and I strongly recommend, for your personal benefit and for the benefit of our class discussions, that you discipline yourself to read a shorter section each day, for 5-6 days a week, rather than trying to cram in the bulk of the reading on a weekend. The effort will be well worth it. Note that reviewer Scot McKnight commented (on the back cover), “Evangelical students who are nurtured on this book will change the church.” It is indeed a book worth reading and pondering deeply, so that is what we will do – together.

View/listen to

Dr. Bill Mounce’s 5 mini-lectures on translation at
Text Criticism Quiz - due on Sun July 5 by 11 pm.

*no written assignment this week. Happy July 4th!

Week 6   July 6 – 12
Syntax & Grammar

Week 6 introduces us to grammatical and syntactical relationships necessary for understanding the author’s intention.

Objective

to improve our understanding of Hebrew syntax and grammar so that we may interpret and communicate God’s word accurately and effectively

Read

KBH p.257-272
Carson Chpt. 2 (most of Carson’s examples are from the NT but the principles still apply)
Vanhoozer, Meaning p. 98-140

Assignment:

See Sakai > Resources > Assignments > OT 511 Assignment Week 6.pdf. Due Sun July 12 by 11 pm.

Hebrew Quiz Week 6 based on OL 501 & 502 + words that occur 65x or more. Available Wed at 12 pm, due Sunday at 11 pm.

Week 7   July 13 – 19
Semantic Analysis: Discovering the Meaning of Significant Words and Concepts

"When I use a word," Humpty Dumpty said, in rather a scornful tone, "it means just what I choose it to mean—neither more nor less." "The question is," said Alice "whether you can make words mean so many different things."

Lewis Carroll, Alice in Wonderland

“It is all too easy, Bacon claims, to mistake one’s own definition of a word for knowledge of the thing to which the word refers.

K. Vanhoozer on Francis Bacon, Is There A Meaning in This Text? p. 39
Week 6 introduces us to the importance of interpreting words and phrases *in the context of the larger discourse in which they are embedded.*

**Objectives**

- to learn to do word and phrase studies to determine what a word or phrase means in its context.
- to learn how to avoid common word-study fallacies.

**Read**

- KBH p. 240-257
- Carson Chpt. 1

**Assignment**

See Sakai > Resources > Assignments > OT 511 Assignment Week 7.pdf. Due Sun July 19 by 11 pm.

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**Week 8  July 20 – 26**

**Literary Forms (Genre) & Features**

“All things in nature have a shape, that is to say, a form, an outward semblance, that tells us what they are…. .”

famous Chicago architect Louis Sullivan, 1896

What Sullivan said of architecture is equally true of texts, including the various literary genres in the Old Testament. This week we will learn about the relationship between the form and function of a biblical text and how that relationship informs interpretation.

**Objective**

To introduce us to the various literary genres in the Old Testament and principles for interpreting them.

**Read**

- KBH Chpt 9

**Assignment**
UNIT IV: THREE KEY CONTEXTS

Week 9 July 27 – Aug 2
Historical & Cultural Context
(ANE, History of Israel, Archaeology, Geography, Authorship, Audience, Setting)
CLASS July 31 – Aug 1

Week 9 introduces us to the role historical and cultural contexts play in determining the meaning of a text.

Objectives
- to understand the importance of the historical and cultural background of a passage or book for its proper interpretation.
- to learn how to determine the historical background and cultural context of a given passage or book and to become familiar with some of the best resources available (both hard copy and electronic)

Read
KHB p.229-240
Hallo in Sakai > Resources > Additional Reading > Hallo Contextual Approach to Biblical Lit
Hoffmeier, Israel in Egypt p. 135-155 in Sakai > Resources > Additional Reading > Israel in Egypt – Hoffmeier

(Vanhoozer, Meaning not assigned this week but read ahead if you like)

Assignment
See Sakai > Resources > Assignments > OT 511 Assignment Week 9.pdf. Due Friday July 31 by 6:30 pm.

Week 10 Aug 3 – 9
Literary Context

As with individual words and phrases, passages of Scripture must be interpreted within
their literary context if we want to understand the author’s intent.

Objectives

● to understand how to determine the various levels of literary context for a biblical passage
● to understand the significance of determining a passage’s literary context for its proper interpretation

Read
KBH p. 213-229
Vanhoozer, Meaning p. 197-265

Assignment
See Sakai > Resources > Assignments > OT 511 Assignment Week 10. Due Sun Aug 9 by 11 pm.

Hebrew Quiz Week 10 based on OL 501 & 502 + words that occur 55x or more.
Available Wed at 12 pm, due Sunday at 11 pm.

Week 11 Aug 10 – 16
Biblical & Theological Context: Interpreting the Parts in Light of the Whole

Every passage of scripture is not only part of an individual biblical book – it is part of the Book. Each passage contributes to the larger narrative of God’s redemptive acts in history. If we want to understand a biblical text, we must understand its relationship to the Bible and God’s grand redemptive narrative as a whole.

Objectives

● to learn how to interpret a passage of Scripture within three “layers” of biblical-theological context.
● to apply what we have learned to determining the biblical and theological context of Exodus 40:34-38.

Read
Blackburn in Sakai > Resources > Additional Reading > Blackburn - Chpt. 3
Vanhoozer, Meaning p. 281-350

Assignment
See Sakai > Resources > Assignments > OT 511 Assignment Week 11.pdf. Due Sun Aug 16 by 11 pm.
UNIT V: LIVING OUT THE TEXT

Week 12 Aug 17 – 22
A Transformed Life as a Living Gospel “text”

“These days people are looking for authenticity, not valid arguments…words and lives they can believe in. It is hard to refute an authentic life well lived.”

K. Vanhoozer

We have returned to the topic with which we began the course – how to engage our world with the gospel – but now much better equipped for the task of interpretation. The ultimate goal, however, is not the interpretation of a text, but the application of the text’s meaning to our lives. For many of us, “applying Scripture” refers to extracting principles from the text by which, if we can live them out, we become “a good Christian.” That is not the approach we will take in this course. Our goal, rather, is to understand both the text and our culture, so that we can learn to communicate the gospel effectively – not only by proclamation, but by the way we live our lives, day in and day out. Rather than focusing on external behavior, the application of God’s word involves being transformed inwardly by the Holy Spirit, so that our lives become a “living gospel text” for our world to “read.”

Objectives

● to avoid a purely (or largely) behavioristic approach to applying Scripture
● to understand the work of the Holy Spirit in applying scripture
● to learn more about what it means to embody the message of a biblical passage and the Bible as a whole.

Read (*due date extended to Aug 30 for Week 12 reading log)
KHB p. 103-119, Chpts 11-12
Carson Chpts 3 & 5
Bauckham, Bible and Mission
review Vanhoozer, Everyday Theology p. 7-60 in Sakai > Resources > Additional Reading > Vanhoozer_Everyday Theology
Vanhoozer, Meaning p. 367-441, 455-467

Assignment
See Sakai > Resources > Assignments > OT 511 Assignment Week 12.pdf. Due Saturday Aug 22 by 11 pm.
Hebrew Quiz Week 12 based on OL 501 & 502 + words that occur 50x or more. Available Wed at 12 pm, due **Saturday** by 11 pm.

**Syllabus Addendum**

**Academic Standards**
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

**ADA Policy**
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

**Cancellation of Class**
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

**Extension Policy**
Arrangements for submission of late work at a date on or before the end date for the semester as noted on the seminary’s Academic Calendar are made between the student and professor. Formal petition to the Registration Office is not required in this case. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized end date for the semester must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the stated date. Requests received after
this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

**Grades**
Faculty have six weeks from the course work due date to submit a final grade. Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

**Returned Work**
Submitted hard-copy course work will be returned to the students if they provide a self-addressed and postage-paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.

**Virtual Writing Center**
Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

- CT500 (Introduction to Theological Research)
- CO501 (Introduction to Counseling Research)
- IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three pre-requisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status.

Email writingcenter@gordonconwell.edu for more information.