

## OT522E Pentateuch Book Study: Genesis

Spring 2019, Tuesdays 6:30-10:00  
(May 14-June 11, plus Saturday, June 1)

Last revised: 29 October 2018

### MISSIO’S MISSION

To prepare missional leaders who incarnate the story of Jesus with humility and authenticity and who communicate the story with fidelity to Scripture, appreciation of the Christian tradition, and sensitivity to the needs and aspirations of postmodern culture.

### INSTRUCTOR

**David Lamb**, DPhil / 215.368.5000, ext 135 / [dlamb@biblical.edu](mailto:dlamb@biblical.edu) / [DavidTLamb.com](http://DavidTLamb.com).  
Office hours by appointment. Office is in the MacRae House. Straight in, upstairs, turn right.

### COURSE DESCRIPTION

The story of God’s mission begins in Genesis. He creates, he provides, he forgives and then he does it all over again. He accomplishes his purposes as he works through, and often in spite of Adam, Eve, Noah, Abraham, Sarah, Jacob and Joseph to form a chosen people for himself in order to bless the nations. All the major theological themes of Scripture find their “genesis” in the book (sin, grace, promise, covenant, judgment, sacrifice, idolatry and reconciliation).

### PERSONAL NOTE FROM THE PROFESSOR

Genesis is perhaps my favorite book of the Bible (always a tough call, with so many great ones to choose from). The stories, while familiar, provide a wealth spiritual truths and their depths can never fully be fathomed this side of heaven. So be prepared to learn profound theological truths about YHWH and yourself. My prayer is that we all would gain a deeper appreciation for this book and the God behind the story. - *David Lamb*

### COURSE GOALS

My primary goal for this course is to deepen your understanding of and appreciation for the first book of the Bible, which would allow you not only to grow in spiritual intimacy but also to teach powerfully from Genesis.

### COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES
<p><b>Goal 1:</b> Students will cultivate grace-based missional lives increasingly characterized by the fruit of the Spirit, and love for God and others.</p>	<p><i>At the successful completion of this course, students should be able to:</i></p> <p>1) Demonstrate an ability to use Genesis for their spiritual formation and for that of their congregations.</p>
<p><b>Goal 3:</b> Students will cultivate knowledge of the Bible and ability to humbly interpret and apply it in light of history, culture and genre.</p>	<p>2) Passionately study the book of Genesis and interpret it missionally and Christotelically.</p> <p>3) Articulate the major themes of Genesis and discuss their relationship to the rest of scripture.</p>

	4) Teach from narrative texts in a manner that engages contemporary audiences—including the non-churched.
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### ASSESSMENTS AND METHOD OF EVALUATION

ASSIGNMENT OR ASSESSMENT	RELATED COURSE OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME IN HOURS
1) Attendance, participation and preparation	1, 2, 3, 4	10	3
2) Reading the Pentateuch and required texts	1, 2, 3, 4	20	20
3) Narrative spiritual reflection	1, 2, 4	10	10
4) Exegetical paper	2, 3, 4	25	20
5) Teaching series	1, 2, 4	15	15
6) Final examination	1, 2, 3	20	12
<b>Totals</b>		<b>100%</b>	<b>80 hours</b>
INSTRUCTIONAL ACTIVITY IN ADDITION TO CLASS SESSIONS FOR A HYBRIDIZED LEAD COURSE (3 CREDITS)*		RELATED OBJECTIVES	ESTIMATED TIME IN CLOCK HOURS
1) Audio Lectures (3-45 minute lectures)		1, 2, 3, 4	2.25
2) Online Discussion Forum		1, 2, 4	4
3) Reading Guide		1, 2, 3, 4	5
<b>Total</b>			<b>11.25 hours</b>
*These required assignments involve instruction comparable to what occurs in the classroom (lectures, presentations, and instructor-led activities such as discussions, debates, and collaborative work.			
<b>Note:</b> All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus. After the final due date, faculty cannot grant students permission to submit late work. See “Completion of Course Work” below.			

### REQUIRED TEXTS & MATERIALS

- Alexander, T. Desmond** and **David W. Baker** (2003). *Dictionary of the Old Testament: Pentateuch*. Downers Grove, IL: InterVarsity Press. (= **DOTP**)
- Lamb, David T.** (2015). *Prostitutes and Polygamists: A Look at Love, Old Testament Style*. Grand Rapids: Zondervan. (= **P&P**)
- Matthews, Victor H.** and **Don C. Benjamin.** (2006). *Old Testament Parallels: Laws and Stories from the Ancient Near East*. 3<sup>rd</sup> edition. New York: Paulist Press. (= **OTP**)

### RECOMMENDED REFERENCES

- Alter, R. (1996). *Genesis: Translation and Commentary*. New York: W. W. Norton.
- Atkinson, D. (1990). *The Message of Genesis 1-11*. Downers Grove, IL: InterVarsity Press.
- Baldwin, J. G. (1986). *The Message of Genesis 12-50*. Downers Grove, IL: InterVarsity Press.
- Brueggemann, W. (1982). *Genesis: A Bible Commentary for Teaching and Preaching*. Atlanta: John Knox Press.
- Goldingay, J. (2003). *Old Testament Theology: Volume 1, Israel's Gospel*. Downers Grove, IL: InterVarsity Press.

- Goldingay, J. *After Eating the Apricot: Men and Women with God* (1996). Carlisle: Paternoster.
- Jeanson, S. P. (1990). *The Women of Genesis: From Sarah to Potiphar's Wife*. Minneapolis: Augsburg Fortress.
- Kidner, D. (1967). *Genesis*. Tyndale. Downers Grove, IL: InterVarsity Press.
- Korsak, M. P. (1993). *At the Start: Genesis Made New*. New York: Doubleday.
- Lamb, David T. [God Behaving Badly: Is the God of the Old Testament Angry, Sexist and Racist?](#) Downers Grove, IL: InterVarsity Press, 2011.
- Longman, T. (2005). [How to Read Genesis](#). Downers Grove, IL: InterVarsity Press.
- von Rad, G. (1972). *Genesis*. Old Testament Library. Philadelphia, PA: Westminster Press.
- Sarna, N. M. (1966). *Understanding Genesis: The World of the Bible in the Light of History*. New York: Schocken Books.
- Schnittjer, G. E. (2006). *The Torah Story*. Grand Rapids, MI: Zondervan.
- Speiser, E. A. (1964). *Genesis: Introduction, Translation, and Notes*. Anchor. Garden City, NY: Doubleday.
- Wenham, G. J. (1987, 1987). *Genesis 1-15, Genesis 16-50*. Word. Waco, TX: Word Books.
- Wright, C. J. H. (2006). *The Mission of God: Unlocking the Bible's Grand Narrative*. Downers Grove, IL: InterVarsity Press.

## COURSE PROCEDURES & COURSE REQUIREMENTS

- 1) **Attendance, participation and preparation.** Attend class and participate in discussions as a class and in small groups. For each class after the first one, you will need to spend 20-30 minutes preparing a Bible passage for the class discussion during the next session. I will format these texts on 8½ x 11 paper and you can download this handout (“Discussion texts”) from the class site on E-Campus, under “Course Documents”.
  - a) You can write comments either on a hardcopy of the Word file or into a saved copy of the Word file on your computer. Write in the margins, between the lines, wherever it fits. If using the MS Word file, you can use text boxes or the review feature.
  - b) Include comments, observations and questions. Make a note of repeated words, phrases and themes. Note anything unusual, striking and interesting.
  - c) Be creative. Use colored markers, pens or pencils to highlight important words or trace important ideas (or the highlight feature in MS Word).
  - d) As you study the text in this way, I am confident that God will honor your efforts and speak to you directly through his word.
  
- 2) **Reading.** Read Genesis, Exodus, Leviticus, Numbers, Deuteronomy and the required readings (*OTP*, *P&P* and *DOTP*).
  - a) I realize that it is difficult to remember details after reading large portions of Scripture, but this type of approach to the biblical text is essential to broaden our understanding of God’s purpose and mission.
  - b) For the reading from *DOTP*, there are two types, Required and Additional:
    - i) Read all five **Required** articles (I choose 5):
      - (1) Genesis, Creation, Authorship, Preaching from the Pentateuch, and Theology of the Pentateuch.
    - ii) Read five **Additional** articles selected from the following 18 articles (you choose 5):
      - (1) Adam, Abraham, Covenant, Dreams, Eve, Fall, Flood, Genealogies, God names of, Hagar, Image of God, Jacob, Joseph, Judah, Noah, Sarah, Tamar and Women.

- c) Fill on the Reading Chart (available on E-Campus) and submit either by hard-copy, or by email **by the final class**.

**For all submitted papers in this course (assignments 3, 4, 5):**

- a) **Look over** the assignment **rubric** on E-Campus, which explains the grading of assignments.
  - b) **Submit** hard-copy (**with rubric attached**) in class for assignments #3 and #4.
  - c) **Submit** electronic copy of assignment #5 (Teaching Series) on E-Campus.
    - i) Name your paper, LastName.FirstInitial.Teaching (or lose points; Lamb.D.Teaching).
  - d) **Late** assignments will lose 1% per day late.
  - e) **Don't include** a title page. Put name, date and the class on the top of the first page.
  - f) **Use** 12-point font, double-spaced lines and 1" to 1.25" margins on all 4 sides.
  - g) **Include** page numbers and print double-sided if possible.
  - h) **State** the word count at the end of the paper.
- 3) **Spiritual reflection.** Write a reflection (500-600 words; state word count at the beginning) from the perspective of one of the characters in Genesis about the spiritual impact of a specific textual incident.
- a) Pick a character and then an event from that person's life that you find personally intriguing. The character could be a major one or a minor one. If you are stuck, here are some suggestions: Adam, Eve, Abraham (but **not** Genesis 22), Sarah, Lot, Lot's wife, Isaac, Reuben, Joseph, Potiphar, Potiphar's wife.
  - b) At the beginning, state clearly who you are and what text you'll focus on.
  - c) Put yourself "in their shoes". Reflect on what the incident would have been like for them. How has the incident affected them? If you were that person what would you have thought or felt?
  - d) Include a very brief introduction (1-2 sentences) explaining who you are and what text your incident comes from.
  - e) Write as that person. The first person perspective of your reflection comes from their possible responses to the incident.
  - f) Don't change the story, but feel free to fill in some gaps to flush out the narrative.
  - g) What was their attitude toward God? How has it changed because of what happened? This is the heart of the assignment, so your reflection should focus on your character's relationship with God.
  - h) **Submit a hard-copy by June 1.**
  - i) Here's a brief example (yours will be longer).

I am the messenger who presented the message about the Philistine defeat to Eli (1 Sam. 4:12-18).

I wanted to die. I had never run that fast or that far in my life (about 20 miles, think Marathon). After an hour of running, my side was aching, my feet were bloody, my throat was parched and my knees were buckling. I just wanted to quit. But as bad as I felt, the news I was delivering made it much worse. I had to get back and tell the people of Shiloh and particularly Eli about how we were crushed by the Philistines, how Eli's sons were killed and, worst of all, how they captured the ark.

The ark. For us to have lost to the Philistines at first was a shock and we questioned why YHWH allowed that to happen, but then we figured it out. We just needed the ark. That would do it. We'd destroy them. YHWH would fight for us, just like he did in Egypt. When the ark came into camp and we celebrated. We may have lost yesterday, but we'll win

tomorrow. The Philistines were terrified. Even they knew we couldn't lose with the ark on our side. We went out to face the Philistines confident. There was no way we could lose when YHWH was with us.

But then we lost! It was a rout. Toward the end, we fled and they took the ark with them. No one could believe it, not even the Philistines. It didn't make any sense.

YHWH, why did you let that happen? You defeated Egypt, the most powerful empire on earth, but you couldn't protect us against the Philistines? Did you forget about us? Where were you? You certainly weren't in the ark. I won't ever be able to trust you again. YHWH, why did you desert us when we needed you so desperately? I thought we were your people and you promised always to fight for us. Now we don't even have the ark anymore. Are you going to fight for the Philistines now?

Eli is going to die when he hears about the ark.

- 4) **Exegetical paper.** For this paper (1750-2000 words) choose a passage to focus on within the book of Genesis. I recommend using one of the texts we'll be discussing in class, but you do not need to limit yourself to these texts. This paper will help you gain important exegetical skills which will prove invaluable whenever you teach from the Bible.

a) **Writing suggestions:**

- i) **Make** an outline and follow it. For a paper of this length, an outline with 4-7 main points should suffice. Each main point could become a paragraph.
- ii) **Use** topic sentences for your paragraphs. The first sentence typically explains the main point of the paragraph and then the following sentences of the paragraph support the topic sentence.
- iii) **Avoid** "I think", "I feel", "I believe", but rather state what you think without qualifiers. Compare: In my opinion I think it is best to avoid "I think", "I feel", "I believe", since I believe you should state what you think without qualifiers.
- iv) **Avoid** "weasel words" ("Some people say..." or "Scholars think..."). Who? Be specific.
- v) **Limit** yourself to one exclamation point and one usage of the word "very" per essay! For some of you, this will be very painful, but in this case, pain is very good!
- vi) **Don't** use contractions (e.g., isn't, can't, I'd, don't, I'll), but within parenthetical comments I'll allow you to use e.g. (= for example) and i.e. (= that is).

b) **Guidelines for an exegetical paper:**

- i) **Start** by explaining what the passage is and why it is significant.
- ii) **Analyze** the structure of the passage. How does it fit together? How does it flow?
- iii) **Explain** how the text fits into the larger context of the sections before and after as well as the entire book.
- iv) **Focus** on the text. Note repeated words/themes, significant observations and questions that arise from your study of the text. Observe narrative or poetic forms. Frequently refer to the passage and always cite specific references.
- v) **Draw** out what you think the main point of the passage is. Allude to this point in the title of your paper (do not call it, "Exegetical Paper on X passage").
- vi) **Tell** the reader where you are going. It is often helpful in your introduction to explain your plan or outline. This does not need to be boring or formulaic, but it will clarify the flow and direction of your paper. Here is an example from my book (*Righteous Jehu*):
  - (1) Before looking specifically at violence within Jehu's narrative (2.5.1.3), a brief discussion of relevant texts from the ANE (2.5.1.1) and elsewhere in the DH (2.5.1.2) will show that, while shedding innocent blood is condemned, bloodshed in

judicial and military contexts is viewed positively, particularly when divinely sanctioned. Hosea's condemnation of Jehu's bloodshed will then be examined (2.5.1.4), followed by an analysis of the views of two scholars (Olyan and White) on Jehu's ascension (2.5.1.5).

- vii) **Utilize** 5-6 commentaries and at least 1 academic journal article in a critical manner (study Bibles do not count). Include your opinion and evaluate the views of scholars, showing why you agree or disagree. Move beyond mere description to evaluation. Although a statement like "I think Mays is correct..." is evaluative, it can be improved: "Mays' theory of X is compelling (or "attractive", "valid") because of Y and Z".
  - viii) **Use** at least 4 commentaries that focus exclusively upon the book you have chosen (i.e., that are **not** 1-volume OT or entire Bible commentaries) and were written in the last 30-40 years (i.e., **not** Calvin, Clarke or Henry). Missio has extensive online library resources, but you will probably need to make a trip to the library.
  - ix) **Avoid** including long quotations from secondary literature. Simply summarize scholarly views briefly.
  - x) **Argue** for your perspective on what is the main point of the passage.
  - xi) **Conclude** with an application based on the message of the text. Make it culturally relevant and missional.
- c) **References:**
- i) **Include** a bibliography at the end of your paper on a separate page listing all the sources that were used sorted by **last** name of author. Here's a sample entry:  
 (1) Lamb, David T. *Righteous Jehu and his Evil Heirs* (Oxford: Oxford University Press, 2007).
  - ii) For references, I recommend using the author-date system. In the body of your paper, simply say, "As Murphy concludes (2002: 54), ...". Then in your bibliography give the full reference to Murphy. (Murphy was published in 2002 and the 54 is the page number in Murphy that you are referring to). Or you could say, "As a variety of scholars have argued (e.g., Murphy 2002: 54; deClaissé-Walford 2004: 98)...".
- d) **Style:**
- i) You don't need to include a separate title page (to save paper). Just put your name, the date and the class on the top of the first page.
  - ii) Use 12 point font, double-spacing of lines, 1" to 1.25" margins on all 4 sides, include page numbers.
- e) **Submit** a hard-copy in class by **June 4**.
- 5) **Teaching series.** Arrange a series of 4 teaching sessions on one section of, or one character in, Genesis. For each session focus on a different text from the book. I recommend making one of your 4 passages the text upon which you wrote your exegetical paper. This assignment will bring together all of what we have discussed in this course into a series that you can use in your ministries.
- a) In your **introduction** (one page):
    - i) State which section of Genesis or character you have selected and why.
    - ii) Explain what type of teaching it will be (sermon, Bible study, seeker-friendly discussion, children's Sunday school class, etc.).
    - iii) Describe who the audience is.
    - iv) Discuss how the series of sessions fits together. What is the progression? How have you organized it and why?

- b) For each of the **4 sessions** (one page per session, detailed outlines are acceptable):
- i) State the passage the session will focus on (but don't include the passage in your notes, since that would take up most of the page). Limit the text to a reasonable size (5-25 verses?).
  - ii) Give the main point and explain how you will emphasize it.
    - (1) Which questions you will use? For discussions, avoid Yes/No questions ("Do you ever speak to God like Abraham did?"). Use more open-ended questions ("How does Abraham speak to God?").
    - (2) What sub-points you will make?
    - (3) What stories you will tell?
  - iii) How will you use creativity (media, visual aids, music, etc.) to help get your point across?
  - iv) What missional applications will you make? Address questions along the following lines:
    - (1) How does this passage speak to (affirm or confront) your cultural context?
    - (2) How are you encouraging your audience to reach out and be involved in ministry based on this text?
    - (3) What types of people might be particularly encouraged by this text?
    - (4) How does the session challenge people's perceptions of God?
    - (5) What concrete steps would you exhort people to take?
- c) **Submit** on E-Campus by **June 11**.
- 6) **Final exam.** Take the final exam (closed Bible, notes and books) on E-Campus by **June 14**. It will include material from the readings, but will focus on the class notes.
- 7) **Instructional equivalents (11.25 hours total).** These 3 activities involve instruction comparable to what occurs in the classroom. The time required for these activities counts as instructional hours, not as homework. Assignments b) and c) will be graded Pass/Fail.
- a) **Audio lectures (2.25 hours).**
- i) Listen to three 45 minute audio lectures. The lectures will be available on the course website. You won't submit anything from these lectures, but their content will be covered on the final.
- b) **Online Discussion Forum: Blog Post (4 hours)**
- i) **Post a response** (400-500 words) to the following statement from a hypothetical friend: "Christians aren't concerned about the environment. They only care about getting people to come to their churches." Refer to Genesis (e.g., "God created the world (Gen. 1:1).", but don't include long quotations in your response. Conclude with a question for your friend. Post by **May 21**.
  - ii) **Respond** to three initial posts from your classmates, addressing their concluding question (100-150 words), adding your thoughts, critiques or questions. Post by **May 28**.
- c) **Reading guide (5 hours).**
- i) As you read through the Pentateuch (Genesis, Exodus, Leviticus, Numbers, Deuteronomy) write down responses to the following questions. I assume it will take about 12 hours to read these five books. The hours for this reading guide are in addition to those 12 hours. After 5 hours of work on this reading guide, feel free to stop. Submit a hard-copy of your responses (typed or hand-written) in class by **June 1**.

- ii) **Genesis** (1-2 paragraphs)
  - (1) What do you learn about God’s mission from the book of Genesis?
  - (2) Pick a character from Genesis that is not your gender. What positive lessons can you learn from them about faith, prayer or obedience?
- iii) **Exodus** (1-2 paragraphs)
  - (1) What do you learn about God’s mission from the book of Exodus?
  - (2) The book of Exodus is largely about deliverance. What aspects of Israel’s deliverance do you find most interesting? What connections do you see between the deliverance in Exodus and the New Testament?
- iv) **Leviticus** (1-2 paragraphs)
  - (1) What do you learn about God’s mission from the book of Leviticus?
  - (2) How is Leviticus relevant for Christians today?
  - (3) What did you learn about sacrifices or holiness from Leviticus?
- v) **Numbers** (1-2 paragraphs)
  - (1) What do you learn about God’s mission from the book of Numbers?
  - (2) Why does God make them count? What relevance does Numbers have for Christians today?
- vi) **Deuteronomy** (1-2 paragraphs)
  - (1) What do you learn about God’s mission from the book of Deuteronomy?
  - (2) Why does God repeat the Ten Commandments (Exo. 20; Deut. 5)? Pick one of the Ten that you struggle to obey and reflect on why that is, and what you could do to be more diligent?

**COURSE SCHEDULE WITH TOPIC, ASSIGNMENTS, SUBMISSION METHOD, & DUE DATES**

Class	Date	Topic	Discussion Text	Assignment to be finished	Reading to be Finished
1	May 14	<i>Creation</i>		7a. Aud. Lecture 1	Genesis, Exodus, Leviticus
2	May 21	<i>Curse</i>	Gen 2:16-25	7a. Aud. Lecture 2 7b. Initial post	DOTP Required OTP 3-86
3	May 28	<i>Flood</i>	Gen 9:8-17	7a. Aud. Lecture 3 7b. Online 3 replies	DOTP Additional Pe&P 13-196
4	June 1 8:30-12	<i>Blessing</i>	Gen 12:1-9	3. Spiritual reflection 7c. Reading Guide	Numbers, Deuteronomy
5	June 1 1-4:30	<i>Covenant</i>	Gen 18:16-33		
6	June 4	<i>Wrestling</i>	Gen 32:22-32	4. Exegetical paper	
7	June 11	<i>Dreams</i>	Gen 37:1-11	5. Teaching series	
	June 14	<i>Take-home final</i>		6. Submitted on E-Campus	

## STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

Academic Policies: Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in Missio Seminary's Academic Catalog, and all requirements concerning their degree programs. The catalog is found on Missio's website. [www.missio.edu](http://www.missio.edu).

Course Syllabus: Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should speak with the professor about issues related to course work and deadlines during the course. See "Completion of Course Work" below for policies on course extensions.

E-campus Course Site: Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Student usage of the course site is tracked by the software and monitored by the professor of the course. Students who experience difficulty accessing or using the E-campus should email [helpdesk@biblical.edu](mailto:helpdesk@biblical.edu) and include their student ID# in their correspondence.

Academic and General Integrity: As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the catalog. See Missio's catalog for more information on plagiarism and Missio's policies related to cheating and plagiarism.

## ATTENDANCE POLICY AND GRADES

Students are expected to arrive on time and attend all class sessions. Attendance is especially crucial in courses formatted in block scheduling with evening or all day Saturday class sessions. If you know you are going to miss a class or arrive late, contact the course instructor in advance via email. Nevertheless, your grade may be lowered for absences or lateness at the discretion of the instructor.

## COMPLETION OF COURSE WORK – VARIANCE FORMS

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic affairs committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on Missio's website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

## STUDENT COURSE EVALUATIONS

Student course evaluations are an important part of Missio’s commitment to continuous improvement. Students are required to complete the course evaluation within one week of the final due date of the course. See Missio’s Student Handbook and program supplement for your program (if applicable) for more information.

## STUDENT PC SECURITY STATEMENT

Missio Seminary recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they’re being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

## GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program (see Missio’s Student Handbook for details).

<b>MISSIO SEMINARY GRADING SYSTEM</b>			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing