

**OT 501 READING THE OT MISSIONALLY  
TUESDAYS MARCH 17-APRIL 7; APRIL 4  
SPRING 2020**

Last revised 1/13/20

**Missio Seminary exists to produce missional Christian leaders-  
men and women 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**

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**COURSE DESCRIPTION**

Our God is a missional God. It's in his DNA (so to speak). The fact that we have a Bible is evidence of his commitment to be known. Its contents show his persistence to love, and to restore relationship with the world -- missional activity that began thousands of years before the cross. In this course we will explore the overarching themes of the Hebrew Bible: God's Character, his actions in history, his reign (its rules and purposes), covenant, and Messiah, and we'll examine their connections to God's missional intent. These complex themes span thousands of years and engage different cultural contexts. We will not shy away from their inherent tensions and difficult questions. Finally we will begin to explore how New Testament authors expand upon these themes.

Along the way we will also examine the different literary genres that the authors of the Hebrew Bible used to reach their audiences. This will allow us to interpret and apply the Hebrew Bible to our own cultural contexts with humility and efficacy.

**PERSONAL NOTE FROM THE PROFESSOR**

I love the Hebrew Bible (Old Testament), so did Jesus. I'm sad that too often people's exposure to the first two thirds of our Bible is their elementary Sunday school curriculum and proof texts for the authenticity of Jesus' Messiah-ship. Though sometimes difficult to understand, the Hebrew Bible is a rich multifaceted story of God's love through the ages. It is a story in which we get to see his character, purposes and grace lived out in relationships in a myriad of contexts, some at least as complex as our own. I'm excited to dig into this story with you.

There are two things you should probably know about me as a teacher. I have been in full time campus ministry for more than three decades, my doctorate is in experiential discipleship, and I am a creative. Consequently a focus on creative engagement will shape the direction of the course affecting both how we study and integrate it into our own lives and ministries. My hope is that this class makes a difference in our lives: how we relate to God, and how we cooperate with God's mission in our spheres of influence.

## SYLLABUS

This syllabus provides an overview of the course and course requirements. Students are responsible to know the content of the syllabus and follow the course schedule. Questions about the syllabus or schedule should be emailed to the professor promptly and will generally be answered in an email to the entire class so that everyone is informed.

This syllabus is intended to give the student guidance in what may be covered during the term and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes as course needs arise.

## PROGRAM GOALS AND COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES
<i>Goal 1: Students will cultivate grace-based missional lives increasingly characterized by the fruit of the Spirit, and love for God and others.</i>	1. Apply the Hebrew Bible to your ministry sphere and teach it in an engaging way. 2. Engage personally with what the Hebrew Bible teaches us about God (and consequently about Jesus), and allow these insights to impact our spiritual formation.
<i>Goal 3: Students will cultivate knowledge of the Bible and ability to humbly interpret &amp; apply it in light of history, culture &amp; genre.</i>	3. Understand the how the Hebrew Bible fits into the mission of God and the larger narrative of salvation. 4. Study and teach the Hebrew Bible with greater confidence and fidelity to the major literary genres and historical contexts represented in it. 5. Critically examine and discuss six major themes of the Hebrew Bible and how they engage your cultural context, and how they each prepare the way for Jesus.

## COURSE ASSESSMENTS AND HOMEWORK HOURS

ASSESSMENTS AND HOMEWORK HOURS	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME (HRS.)
1. Preparation for in class discussion	1,2,3,4,5	10%	5
2. Reading (205 chapters of OT ~ 400 pages, ~ 500 pages secondary reading)	2,3,4,5	10%	45
3. Two short reading response papers	2,3,4	15%	4-6
4. Leading an in class interactive discussion of an assigned Biblical text	1,2,3,4,	15%	4
5. Exam: Key texts and concepts	2,3,4,5	20%	3
6. Teaching Series (6 pages)	1,2,3,4, 5	20%	17
<b>TOTAL TIME</b>			<b>78-80</b>

<b>INSTRUCTIONAL ACTIVITY IN ADDITION TO CLASS SESSIONS*</b>			
<b>Classroom Hours</b>			<b>23.25 hrs.</b>
Reading guides (5 - 1 hour reflections on OT reading)	2, 3, 4	N/A	5 hours
Audio Lecture (2 x 50 min recorded lectures with PowerPoint's + 10 min written reflection)	3,4,5	N/A	2 hours
Take Aways: weekly posts (10 min x 6), one take away put into practice, short written integration post - reflecting on your experience (3 hours), response to two integration posts from classmates (30 min)	1,2,3		4.5 hours
<b>Total Instructional Equivalent Hours</b>			<b>11.5 hrs.</b>
<b>Total hours: (IE + classroom hours)</b>			<b>34.75 hrs.</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. They should be completed on the due dates listed in this syllabus.			
<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 by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See "Completion of Course Work" below.			

## REQUIRED READING AND MATERIALS

**NOTE:** Hyperlinks to Amazon.com are placed here for your convenience. Please be aware that there may be other websites (by publishers or by other ebook publishers) that may sell the same item for cheaper prices. Please shop around! In addition, some sites offer ebook rental prices for a limited number of weeks. These may also be cost effective. Just be sure to buy the right edition and recognize some of the smaller sellers may not deliver books in a timely fashion.

Lamb, David, [God Behaving Badly: Is the God of the OT Angry, Sexist, Racist?](#) Downers Grove: InterVarsity Press. 2011.

Richter, Sandra, [The Epic of Eden: A Christian Entry Into the Old Testament](#), Downers Grove: InterVarsity Press. 2008.

Wright, Christopher, [The Old Testament in 7 Sentences](#), Downers Grove: InterVarsity Press. 2019.

## REQUIRED READING AND MATERIALS - AVAILABLE ON COURSE WEBPAGE

- Selections from *The Enuma Elish*
- Selections from *The Code of Hammurabi*
- Selections from *A covenant with Esarhaddon*
- Selections from Green, *How to Read Prophecy*,

## RECOMMENDED MATERIALS

### *Scripture Study*

Grahmann, Bob (2003). *Transforming Bible Study*. Downers Grove: InterVarsity Press.

Green, Michael, *How to read Prophecy*, IVP, out of print, available in the Missio Library

Olesberg, Lindsay (2012). *The Bible Study Handbook: A Comprehensive Guide to an Essential Practice*, Downers Grove: InterVarsity Press.

### ***Hermeneutics***

- Brown, Jeannine K. (2007). *Scripture as Communication: Introducing Biblical Hermeneutics*. Grand Rapids: Baker Academic.
- McKnight, Scot (2008). *The Blue Parakeet: Rethinking How You Read the Bible*. Grand Rapids: Zondervan.
- Webb, William J. (2001). *Slaves, Women & Homosexuals: Exploring the Hermeneutics of Cultural Analysis*. Downers Grove, IL: InterVarsity Press.

### ***Old Testament Introductions***

- Goldingay, John, (2015). *Do we Need the New Testament: Letting the Old Testament Speak for Itself*, Downers Grove: InterVarsity Press.
- Hill, Andrew E. and Walton, John H. (2000). *A Survey of the Old Testament*. Grand Rapids: Zondervan. *By two guys from Wheaton*.
- LaSor, William S., Hubbard, David A. and Bush, Frederic W. (1996). *Old Testament Survey*. Grand Rapids: Eerdmans. *By three guys from Fuller*.
- Longman, Tremper III and Dillard, Raymond B. (2006). *An Introduction to the Old Testament*. Grand Rapids: Zondervan. *By two guys who used to be from Westminster*.
- Walton, John, (2017). *Old Testament Theology for Christians: from Ancient Context to Enduring Belief*, Downers Grove: InterVarsity Press.

### ***Ancient Near Eastern Context***

- Hallo, William W. and Younger, K. Lawson, Jr. eds. (1997-2002: hardback; 2003: paperback). *Context of Scripture (= COS)*. Vols. 1, 2, 3. Boston: Brill.
- Matthews, Victor. H. and Benjamin, Don C. (2006). *Old Testament Parallels: Laws and Stories from the Ancient Near East*. 3<sup>rd</sup> edition. New York: Paulist Press.
- Pritchard, J. B. (1969). *Ancient Near Eastern Texts Relating to the Old Testament (= ANET)*. Princeton: Princeton University Press.

## **COURSE PROCEDURES AND REQUIREMENTS**

### **Attendance Policy and Grades**

It is important to arrive on time and be actively engaged in every minute of class time. Class time is valuable – to you, to your classmates, and to the professor. Class time is thoughtfully prepared by the professor and crafted with intricacy for maximum learning effectiveness.

Students are also expected to login to the E-campus course site regularly and participate in the course activities in a timely manner. If you know you are going to be absent from the course site for more than three or four days, please notify the instructor and group members (if applicable) in advance. Nevertheless, recognize that your grade may be lowered for tardiness or absences at the discretion of the instructor.

Attendance in this course constitutes both 1) coming to class and 2) logging in to the E-campus course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students may email the instructor at any time if they have questions about the course.

### **Completion of Course Work**

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 administration 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 BTS' website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

### **Policies and Procedures**

All papers and assignments should be submitted through E-Campus, and should be titled "Your-last-name.your-first-initial.name-of-assignment." Please do not submit assignments titled "reading guide" or "application paper" ← but include your name. then the title you give the assignment.

## **ASSIGNMENT DESCRIPTIONS AND GRADING**

### **CLASS PREPARATION**

Attend class and participate in discussions as a class and in small groups. Each class you will prepare a Bible text to participate in the discussion, and a few classes you will also need to prepare an Ancient Near Eastern text. The texts are available as a MS Word file that you can download from the class site (entitled "Discussion texts"). 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.

- **Write** comments and questions either on a hardcopy of the Word file or onto 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. Sample passages will be available on the course website. Include comments, observations and questions.
- **Highlight** or make note of repeated words, phrases and themes. Note anything unusual, striking and interesting.
- **ASK QUESTIONS** you should have at least 5 questions per text - ideally more like 5-8.

Show me your notes on these texts **at the beginning of each class** (or at the first break if you are late). ***You should make note of at least 5 questions, 2-5 comments or observations, and highlight the significant repeated/contrasted words/ideas on your text.*** An example of a prepared text can be found on the course website.

### **READING**

- *Richter, Epic of Eden, Introduction - chapter 9 (224 pages)*
- *D.Lamb, God Behaving Badly, chapters 1, 2, 3, 5 & 7 (100 pages),*
- *Wright, OT in 7 Sentences, Introduction - chapter 7, (160 pages)*
- *Four short articles/historical documents which are posted on website (aprox. 20 pages),*
- *Aprox 205 chapters from the OT (After all the class IS called Reading the OT missionally ☺).*
  - *For 5 of the Biblical readings you will be assigned a Reading Guide. Each of these guides should take you up to an hour each to complete (not including time to read the text) and are oriented towards helping you discern the overarching themes of the texts (reading for breadth). The guides will be available on the course website and should be turned in electronically.*
  - *Your reading guides will be graded pass/fail. Come prepared to discuss your conclusions in class.*
- Please note -- the reading is front-loaded (heavier at the beginning of the course) to allow you more time to work on your assignments in the later weeks.

**TWO READING RESPONSE PAPERS (2 pages ~ 700 words each)**

**Reading Response Paper #1: GBB**

For ONE of the chapters of *God Behaving Badly* that are assigned for class (1, 2, 3, 5, OR 7) pretend a friend has sent you an email saying, "I don't read the Old Testament anymore. It really bothers me how (pick ONE: awful, angry, sexist, violent, rigid, or another word of your choice) the OT God is." Using material from the chapter from GBB that relates to "your friend's" topic, write a thoughtful letter in response to their concerns. Your letter should:

- Stay close to the 700-word count. (It is important that we are able to express ideas in a length that holds someone's attention -- not least your professors ☺.)
- Affirm your friend's concern as valid or understandable, and thank them for their honesty.
- Address the issues from ONE biblical text -- you don't have much time.
- Use, but don't simply regurgitate, the arguments from GBB as you find helpful. Make a case in your own words referencing Lamb's insights.
- Include something personal, this might be: your own struggle in this area, a story or illustration that that's helped you, an illustration you've come up with, etc.

**Post your answer electronically by 11:59 FRIDAY March 30.** Use 12-point font, double-spaced lines and 1" to 1.25" margins on all 4 sides. Do **not** include a title page. Put your name, the date and the word count the top of the first page.

**Reading Response Paper #2: Richter and Wright**

Both Sandra Richter and Chris Wright seek to provide accessible overviews of the Old Testament. What is distinctive about how they each portray God? His word? His mission? What it means to be his people? How does what Richter and Wright chose to focus on (or not focus on) influence their portrayal of these things? Which book did you find most helpful for you personally? Why? Which book was, or do you anticipate will be, most helpful to you as you lead and teach others? Why?

REMEMBER this is a 2-page paper (!) so write about a paragraph or less per question above.

**Post your answer electronically by 11:59 FRIDAY April 10.** Use 12-point font, double-spaced lines and 1" to 1.25" margins on all 4 sides. Do **not** include a title page. Put your name, the date and the word count the top of the first page.

**Rubric for Response Papers**

	Excellent	Satisfactory	Fair	Poor
Complete - all elements of assignment addressed	15 points	10 points	5 points	2 points
Clear references made to book(s) (pages cited)	25 points	15 points	10 points	5 points
Insightful engagement with ideas: demonstration of independent critical and analytical thinking.	25 points	15 points	10 points	5 points
Thoughtful application of ideas for self or others	25 points	15 points	10 points	5 points
Well written: well structured, few grammatical or spelling errors.	10 points	8 points	5 points	2 points

**FACILITATE AN IN-CLASS DISCUSSION OF AN OT TEXT**

During our Saturday class April 4, you will lead an interactive Bible discussion for your small group out of one of the assigned passages. (in your group you will choose which of the assigned passage each of you lead). You will **facilitate discussion** with your own well-crafted questions as well as engage your small group members' questions and concerns. You will help the group answer these questions from the Biblical passage you were assigned. (This type of discussion will have been modeled for you in our classes).

- *On March 31 you will have half an hour in class to prepare with the other class members who are leading the same passage you are. (In the event of one of our classes being canceled, we will not use class time for this)*
- *Guidelines and tips for leading will be provided both in class and on e-campus.*
- *At the end of the study your small group will complete evaluations of your leadership and verbally give you both affirmation and suggestions for improving.*
- *At the end of the class time you will turn in the questions you used to lead, and a brief list (bullet points) of what you did well and how you want to improve.*
- *Your questions and reflections on leading and the evaluations of your small group members, (as well as the effectiveness of your evaluation of other small group members) will determine your grade.*
- *These evaluations will be based on both your understanding of the text, and your ability to help others discover the meaning of the text for themselves.*
- ***Your list of questions, and reflections on leading as well as the evaluation forms should be handed into me in class after each discussion. They will be returned the next week.***

**Rubric for In-class Discussion of OT text**

	Excellent	Satisfactory	Fair	Poor
Appropriate background and context given	10 points	10 points	5 points	2 points
Knowledge of and personal engagement with the text and its message demonstrated	15 points	15 points	10 points	5 points
Facilitation of positive group discovery process where all the voices are honored, but the text is central. People not only learned but also enjoyed the experience.	25 points	15 points	10 points	5 points
Excellent questions and use of group questions to press discovery of message in text (verse lecture or Socratic leading).	25 points	15 points	10 points	5 points
Thoughtful application of ideas for self or others; including management of time so that application could happen.	25 points	8 points	5 points	2 points

**EXAM: KEY TEXTS AND CONCEPTS**

*By 11:59pm April 21 you should have completed a one-hour on-line exam testing your understanding of the key texts and concepts we have covered. 1/3 of the exam will be identifying key biblical texts and their missional implications: these will all be texts we discuss in class (including but not limited to your pre-assigned texts); 1/3 will be related to themes in Wright, Lamb, and Richter; and 1/3 will cover topics discussed in class. The exam will be multiple-choice, and may be, but does not need to be, taken twice (If taken second time the exam will have roughly 25% new questions. If the exam is taken a second time, the second time must be completed by 11:59 on April 21.). Your highest score will be recorded. Practice questions will be distributed on Sat April 4, and we will have time to address your questions in class on April 7.*

**TEACHING SERIES APPLICATION PAPER (6 pages 1800 words)**

*This assignment is designed to help you engage your immediate ministry context (church, small group, youth group, or co-workers e.g. at the office) with the concepts in this course.*

Suggested preparation

- **Think** about your immediate ministry context (whether your ministry is professional or volunteer), what are the experiences and needs (physical, emotional, spiritual, felt or real) of those you serve?
- **Pick a series of passages** (3 is ideal length e.g. 3 Psalms, Gen 1-3, or 3 passages from Isaiah) from the Hebrew Bible that could be good news to them: that is it meets a need, offers an appropriate challenge, moves them past a place where they are stuck, or helps them know something about God and his mission that they need to know right now. **NOTE: you should pick passages that we covered in class, or that D. Lamb, Wright, or Richter discuss.** (In other words, the paper **MUST** connect with the topics we've covered in this course; i.e. it cannot be a revisiting of a paper you wrote for another course that used the OT).
- **Decide on an engaging way to teach** this text and these principles to them (e.g. a sermon, a Bible study, a game or simulation, etc.).
- **Talk about your idea with someone** who knows your ministry context and get their reaction and feedback to your ideas.
- **Write your teaching series:** If it is a Bible discussion, include background notes you'll use, key questions, and application. If it is a series of sermons, include outlines and stories.

When you write your paper you should:

- **Describe the people you are addressing**, who is your target audience? What is their context and their needs? Do they have "a story"? (Roughly ½ page\*)
- **Discuss why you picked these particular passages** for them, how does the message connect to your peeps' situation or need? And why you chose the style of teaching you did. (Roughly ½ page)
- **Write out your actual teaching:** Include your sermon outlines, or your questions for bible study discussions, or the structure and rules (and debrief questions!) for your simulation or games (4 pages).
- **Discuss the input you got from the person you talked to.** What did they like, not like? How did you adapt (or not adapt) your project as a result of their input? (1 pages)

\*Please note: Segment lengths are offered to help you understand the thrust of the assignment and what I think is important for you to include.

**This paper is due on the last day of class, April 21st. Post your paper on e-campus by 11:59.** Again use 12-point font, double-spaced lines and 1" to 1.25" margins on all 4 sides. Do **not** include a title page. Put your name, the date and word count the top of the first page.

Rubric for Teaching Series Application Paper

	Excellent	Satisfactory	Fair	Poor
Complete - all elements of assignment addressed				
Perceptive engagement with needs of ministry context and feedback of others				
Insightful engagement with biblical texts" demonstration of careful study, and woke to contextualize				
Thoughtful application of ideas for self or others				
Well Written: clear structure, few grammatical or spelling errors				



**COURSE SCHEDULE**

READING AND PREPARATION	IN CLASS	ASSIGNMENTS
Tuesday, 3/17/20	Topic: Introducing the God of Mission Genre: "Divine Narrative"	Turn in on e-campus
During the week <b>Read:</b> • Genesis 1-11 <b>Prepare:</b> Genesis 1:26-31	Discussion of Gen 1:26-31	<b>Reading Guide 0.5</b> - extra credit ☺
Tuesday, 3/24/20	Topic: History of God's Mission Genre: History	
During the week <b>Read:</b> • <i>God Behaving Badly</i> , chapters 1,2,3,5,7 • Exodus 1-19 • Joshua 1-12, 23 • Judges <b>Prepare:</b>	Discussion of: Exodus 4:1-17	<ul style="list-style-type: none"> <li>• <b>Reading Guide #1:</b> post to e-campus before beginning of class.</li> <li>• <b>God Behaving Badly Response Paper:</b> post to e-campus by 11:59 3/30</li> </ul>
Tuesday, 3/31/20	Topic: Rules of God's Mission Genre: Law	
During the week <b>Read:</b> • <i>Epic of Eden</i> • Exodus 20-24 • Duet. 1-15; 28-31 • Code of Hammurabi (excerpts; available on e-campus) <b>Prepare:</b> Deuteronomy 30:11-20	Discussion of: Deut. 30:11-20 30 min to prepare studies for Sat	<b>Reading Guide #2:</b> post to e-campus before beginning of class.
Saturday 4/4/20	AM Topic: Reign of God Genre: Prophecy	
During the week <b>Read:</b> • Isaiah 1-9; 24-28; 40-45; 60-62 • Amos • Habakkuk • Job 1-11; 29-31; 38-42 • Psalms 1-19; 137; 139 • Proverbs 1-8; 21-25; 31 <b>Prepare:</b> Psalm 13 AND your text to lead (Is 58, Zech. 8, or Hosea 11)	Morning Small Group Bible Discussions led by you!	<b>Reading Guide #3:</b> post to e-campus before beginning of class.
	Afternoon Topic: Mission of God in Covenant Relationship Genre: Wisdom	<b>Reading Guide #4:</b> post to e-campus before beginning of class.
	Afternoon: In class Discussion of Psalm 13	Come to class prepared to <b>lead a small group discussion</b> of your text.
Tuesday, 4/7/20	Topic: Messiah in God's Mission Genre: Apocalypse	
During the week <b>Read:</b> • OT in 7 Sentences • Daniel • Zechariah <b>Prepare:</b> Daniel	In class discussion of Daniel 7	<b>Reading Guide #5:</b> post to e-campus before beginning of class.  <b>Richter &amp; Wright Reflection Paper</b> Due on e-campus by 11:59 Friday April 10.

		<b>Take Away chart and Reflection post</b> due on e-campus by 11:59 Friday April 10.
Tuesday, 4/21	Topic: Blessing in the Mission of God	
During the week <b>Read:</b> NONE - prep for exam, and work on application paper <b>Prepare:</b> Jeremiah 29	In class discussion of Jeremiah 29	<b>2 responses to others Take Away Reflections</b> due by 11:59 April 21  <b>Teaching Series Paper</b> due by 11:59 April 21  <b>Final Exam</b> (final take) due by 11:59 April 21

## 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@Missio.edu](mailto:helpdesk@Missio.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 Student Handbook. See Missio’s Academic 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.

**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 Academic Catalog for details).

MISSIO SEMINARY GRADING SYSTEM			
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