

# Asbury Theological Seminary Syllabus



## Doctor of Ministry Program

### Seminar I: The Pastor Formed through Preaching

DMPLE915, W1

4 Credit Hours

- Concentration(s): Preaching and Leading: Shaping Prophetic Communities
- Date of Course: July 18 – 22, 2016
- Location/Campus: Wilmore, KY

#### Contact Information

- Stacy Minger, Ph.D., and Dave Ward, Ph.D.
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#### Course Description

This course is foundational for the Preaching and Leading cohort, a cohort theme that explores the intersections between spiritual formation, leadership and the prophetic witness of preaching. The course revisits foundations of preaching ministry by facilitating critical understanding and competence in view of the following:

1. Preaching as witness to the Gospel of Jesus Christ revealed in Christian Scriptures and
2. Preaching as both a gift of the Holy Spirit and a human vocation which serves the creation of a community called to worship the Triune God as revealed through the narrative of the whole biblical canon.

This course approaches formation of preachers in the following ways:

1. As a theological and formational practice and from a perspective shaped by the Wesleyan tradition;
2. It is informed by a conscious integration of doctrinal and biblical exegesis and the practice of theological hermeneutics.

Emphasis is placed on the life-long task of formation of practical habits appropriate for cultivating judgment required for faithful communication of the biblical witness in service of the Word of God, as an act of Christian worship and within the context of personal, social and cultural challenge and change.

## **Cohort Thematic Focus**

The measure of a leader is not rank, title or fame, but the quality of community the leader has cultivated. For Christian ministry communities, such as congregations and ministry organizations, their leaders need growing expertise in the practices that shape communities to be vibrant in Christian witness and discipleship. This cohort invites career ministry leaders to deepen three primary skill sets: spiritual formation, biblical preaching and missional leadership. In this conversation, participants will focus on deepening the spirituality of themselves and of those they serve, expanding their capacity as preachers and sharpening their organizational intelligence to better mobilize their communities toward witness within and beyond the walls of the church.

## **Welcome**

Welcome to *The Pastor Formed through Preaching!* The class will be taught by Drs. Stacy Minger and Dave Ward. The information below provides an introduction to your teaching team.

- **Stacy R. Minger, Ph.D., D.Min.** The Rev. Dr. Stacy R. Minger joined the Asbury Theological Seminary faculty in 2004 and was the 2007 recipient of the Faculty Mentoring Award. Dr. Minger was ordained in the West Michigan Conference of the United Methodist Church as a deacon in 1988 and as an elder in 1991. From 1989 – 1994 she was the pastor of the Girard & Ellis Corners United Methodist Churches and served the Wayland United Methodist Church from 1995 – 2001. She received a B.A. from Hope College; a M.Div. and D.Min. from Asbury Theological Seminary; and Ph.D. from the University of Kentucky in Communication. In 1998, she received the Distinguished Dissertation Award from Asbury Theological Seminary for her dissertation, *Preaching Biblical Financial Stewardship for the Whole-Person Response*. During her time on the faculty of Asbury Theological Seminary she has taught several M.Div and D.Min. courses in preaching as well as Gender Issues in Ministry and Vocation of Ministry.
- **David Ward, Ph.D.** The Rev. Dr. David B. Ward became the homiletics professor at Indiana Wesleyan University in 2006. Dr. Ward is an ordained minister in The Wesleyan Church. Rev. Ward led a church of 650 in northern Indiana; trained itinerant preachers for a parachurch organization in Denver, Colorado; was a teaching pastor in

West Michigan; and is a regular preacher in conferences, camps, and universities around the country. Rev. Ward received his bachelors in Christian Ministries from Indiana Wesleyan University; his M.Div. from Asbury Theological Seminary; and his Ph.D. from Princeton Theological Seminary in Homiletics in 2012. Since then Dr. Ward has served as the Dean of Theology and Interdisciplinary Studies for Indiana Wesleyan University leading the undergraduate and graduate ministry training programs as well as helping lead the main campus of the university in its residential and non-residential programs. Dr. Ward keeps his hand in the local church by preaching regularly and providing preaching coaching to pastors of churches of all sizes. His current coaching assignments include ministers in an inner city medium-sized church, a suburban mega-church, and a small town church plant.

## **Program Level Outcomes**

As these standards are designed into key processes throughout the D.Min. experience, upon graduation students will be able to:

1. Revisit foundations for sustainable ministry.
  - Being immersed in explicit Wesleyan practices of community-based formation around the priorities of scripture, reason, tradition and experience, participants will discover transformational habits for sustainable ministry lifestyles.
2. Foster ministry leadership vision, ethic and practice relevant to their ministry context and world.
  - By deeply engaging in analysis of one significant theme from their unique ministry context, participants establish a trajectory for life-long contribution.
3. Appreciate transformational demands within contemporary ministry organizational contexts such as congregations, non-profits and marketplace engagements through various analytic means of biblical, theological, social and cultural exegesis.
  - Participants must add to their biblical and theological exegesis, cultural-situational exegesis that informs ministry leadership practice on a daily basis.

## **Cohort Learning Outcomes**

By the end of DMPLE915, students will be able to:

1. Generate a working theory for their ministry intervention by establishing a biblical, theological, and theoretical warrant for their research endeavor. (PLO #2)
2. Evaluate the consistency between their leadership principles and practices by participating in Residency 1 leadership formation. (PLO #3)

## **Student Learning Outcomes**

By the end of DMPLE915, students will be able to:

1. Demonstrate the capacity to prepare sermons using exegetical and hermeneutical skills acquired in biblical studies classes. (PLO # 1)

- This means that all sermons must focus upon a biblical text. Students will be required to engage the text in its immediate context and grasp the richness of the text's situation within the biblical narrative.
- In addition, it means that each sermon must engage appropriately what the biblical text is saying theologically.

2. Demonstrate a capacity for delivering sermons appropriate to Christian service in the church and world. (PLO #2)

- This means that preachers will find ways to preach that utilize words and ideas that are appropriate for both the text and the listeners. As a result, sermons contain a witness to the Gospel and to the Christian faith.
- In addition, the preacher's relational, embodied witness (ethos) is congruent with the text and context. In other words, each sermon is a reflection of the life of the preacher as she or he has engaged the text for her or his own life.
- Finally, students will begin to discover how to make sermon delivery (non verbal cues) engaging with attention given to verbal and non-verbal communication.

3. Exercise theological and pastoral judgment in the practice of preaching. (PLO # 3)

- This means that each sermon will sermon convey the identity and action of God. Biblical sermons are about God, the life and ministry of Jesus Christ, and the activity of the Holy Spirit in and through the biblical text for the life of the world.
- In addition, students will learn how sermon components are integral to the sermon focus. Sermons for this class will be required to have a focus and a function statement associated with each sermon.
- Finally, each sermon will address the life of the listener. While the focus of the sermon is always on the action of God, God's actions always have implications for the lives of the listeners.

## Course Requirements

### Required and Suggested Reading

The primary means of textbook delivery is through Kindle Readers. See D.Min. Handbook for acquisition procedures for both your Kindle and Program-sponsored textbook content. The Beeson Center sends users instructions to set up an Amazon account, including directions to sync the Kindle account to a computer or mobile device with the Kindle app. All users need two ways to receive Kindle info and access their account. Link for Kindle apps:

[http://www.amazon.com/gp/feature.html?ref=amb\\_link\\_365823462\\_2&docId=1000493771&](http://www.amazon.com/gp/feature.html?ref=amb_link_365823462_2&docId=1000493771&)

### Required Reading

Augustine, Saint. R.P.H. Green, ed. *On Christian Teaching (On Christian Doctrine)*. Digireads.com, 2010. 108 pp. ASIN: B003TSEEGQ

Brown, Teresa L. Fry. *Delivering the Sermon: Voice, Body, and Animation in Proclamation*. Elements of Preaching. Fortress Press, 2008. 96 pp. ASIN: B003ODJ18C

Craddock, Fred. *Overhearing the Gospel: Revised and Expanded Edition*. Chalice Press, 2002. 155 pp. ASIN: B003Y737II

Dean, Kenda Creasy. *Almost Christian: What the Faith of Our Teenagers is Telling the American Church*. Oxford University Press, 2010. 265 pp. ASIN: B003RCL3W2

Florence, Anna Carter. *Preaching as Testimony*. Westminster John Knox Press, 2007. 208 pp. ASIN: B005C7GU1O

LaRue, Cleophus James, ed. *More Power in the Pulpit: How America's Most Effective Black Preachers Prepare Their Sermons*. Westminster John Knox Press, 2010. 177pp. ASIN: B004ASOXX8

Long, Thomas G. *The Witness of Preaching*. 2<sup>nd</sup> ed. Louisville: Westminster John Knox Press, 2005. 280 pp. ASIN: B00SLHGX78

Massey, James Earl. *Stewards of the Story: The Task of Preaching*. Westminster John Knox Press, 2006. 126 pp. ASIN: B005K7R03I

Nieman, James R. and Thomas G. Rogers. *Preaching to Every Pew*. Fortress Press, 2001. 172 pp. ASIN: B001I46042

Peterson, Eugene. *Eat This Book: A Conversation in the Art of Spiritual Reading*. Wm. B. Eerdmans Publishing, 2009. 200 pp. ASIN: B00EP9R88O

Powery, Luke. *Spirit Speech: Lament and Celebration in Preaching*. Abingdon Press, 2010. 184 pp. ASIN: B0053YNUDC

Reid, Robert Stephen and Lucy Lind Hogan. *The Six Deadly Sins of Preaching: Becoming Responsible for the Faith We Proclaim*. Abingdon, 2012. 128 pp. ASIN: B007TAKUJA

Tisdale, Leonora Tubbs. *Preaching as Local Theology and Folk Art*. Fortress Press, 1997. 176 pp. ASIN: B001DU4TSK

Willabee, Sondra B. *The Write Stuff: Crafting Sermons that Capture and Convince*. Westminster John Knox Press, 2009. 139 pp. ASIN: B00SLHGQ52

**Total pages: 2,414**

### Assignments

Pre-Residency (90 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
<b>Assignment #1:</b> Pre-Residency Essays (3)	#1, 2, 3	Instructions found in online academic classroom.	30%	Faculty

			Due: 6/13/2016, 11:59 p.m. Eastern Time.	
<b>In-Residency (5 Days)*</b>				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
<b>Assignment #2:</b> Sermon Preparation Journal	#1	Instructions found in online academic classroom.	10%  Due: 7/20/2016, 11:59 p.m. Eastern Time.	Faculty
<b>Assignment #3: Sermon</b>	#2	Write a new, never-before-preached sermon to be delivered in class on a passage of your choosing from Deuteronomy, Luke or James.	30%  Due: 7/21-22/2016, as assigned.	Faculty
<b>Post-Residency (90 Days)</b>				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
<b>Assignment #4:</b> Sermon Self-Evaluation	#3	Instructions found in online academic classroom.	10%  Due: 8/26/2016, 11:59 p.m. Eastern Time.	Faculty
<b>Assignment #5:</b> Post-Residency Reflection Paper	#3	Instructions will be reviewed in class and posted in online academic classroom.	20%  Due: 9/30/2016, 11:59 p.m. Eastern Time.	Faculty

## Grading

Asbury Theological Seminary uses the 4.00-point system for grading and evaluation. See the course catalog for further information.

### Grading and Evaluation

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00 point system is used to compute grade point standing. The grading system is:

A *4.00 Exceptional work: surpassing outstanding achievement of course objectives.
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A-	*3.70
B+	*3.30
B	3.00 Good work: strong, significant achievement of course objectives
B-	2.70
C+	2.30
C	2.00 Acceptable work: basic, essential achievement of course objectives
C-	1.70
D+	1.30
D	1.00 Marginal work: inadequate, minimal achievement of course objectives
D-	.70
F	.0 Unacceptable work: failure to achieve course objectives
CR	Credit: assumes work of a "C" or better
NC	No credit: marginal work; will not receive credit
PC	Provisional credit
AUD	Audit
WD	Withdraw
IP	In Progress
I	Incomplete work

\* Meets Advanced Research Programs standard. (See specific degree graduation requirements.)

### Grade Letters

Highest	Lowest	Letter
100.00 %	95.00 %	A
94.99 %	90.00 %	A-
89.99 %	87.00 %	B+
86.99 %	84.00 %	B
83.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	74.00 %	C
73.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	64.00 %	D
63.99 %	60.00 %	D-
59.99 %	0.00 %	F

### Additional Assignment Guidelines

Only students who submit assignments on time can expect faculty feedback on their assignments. At the faculty's discretion, late assignments can receive a grade, but additional feedback is not required from the faculty.

If students fail to submit any of the course assignments, they will receive a failing grade for the course. If the professor agrees to evaluate an assignment after final grades have been submitted, the student must complete a Grade Conversion Request form from the Registrar's office to remove the failing grade ("F") from their record. This form is found on oneATS.

To locate the form:

- Go to **one ATS** (<https://one.asburyseminary.edu>)
- Sign into oneATS.
- On the left sidebar, in the Student Navigation section, click on the **Registrar's Office** link.
- Click on the **Forms and Petitions** link.
- Click on the **Grade Conversion Request** link to download the form.
- Complete the form and submit it to the Registrar's office per the instructions at the top of the form.

Assignments: All assignments are due by the stated due dates. Late assignments will result in 1/2 letter grade deduction per day. For example, an A paper turned in one day late becomes an A-, etc.

Preaching Assignments: You must preach on the day scheduled. We do not have ability to reassign preaching assignments. The preaching schedule will be posted in the Course Center.

Writing format: If a paper is a reaction paper to a single book, MLA references will be fine. The Exegetical/Theological/Homiletical Notes, because it involves multiple sources, must utilize footnotes in Chicago style.

## Course Evaluations

After this course has been completed, you will fill out a course evaluation for the course by the end of the semester. To access the evaluation, click on the course evaluation link, <https://asburyseminary.tk20.com>. Then:

- Locate the Pending Tasks area.
- Click on the link that has the course information for your course(s).
- Click on the Course Evaluation Form tab.
- Complete all course evaluation fields.
- Click Submit.

## Tentative Course Schedule

### Residency Seminars: On-Campus Classes

- Monday, Tuesday, Thursday, Friday: 8:30 a.m. – 5:00 p.m.
  - Lunch: 12:00 – 1:30 p.m.
- Wednesday:
  - Course: 8:30 a.m. – 11:30 a.m.
  - Chapel: 11:30 a.m. – 12:00 p.m.
  - Lunch: 12:00 – 1:30 p.m.
  - D.Min. Leadership Studio: 1:30 – 5:00 p.m.

### Online Interactions

- 90 days before seminar: Online course furnished with all course design/materials (students begin reading)
- 90 days before seminar: Online interactions may begin. Note: Online Course Opens April 1 for Summer; October 1 for Winter).
- 90 days after seminar: Post-session work due
- Grades Due: Last Day of Term
  - January cohort: Last day of Spring term
  - Summer cohort: Last day of Fall term

### Final Projects

- Grades Due: Last Day of Term (Approximately 120 Days, 4 Months After Class)
- Due 90 days after the last day of the seminar at the latest (calculate this date and announce to during class).
- Extensions MAY NOT be granted for poor planning/work overloads.
- Extensions may be granted due to illness, in extremely rare circumstances.
- Request an extension through an Academic Petition form (oneATS; under General Navigation\Departments\Enrollment Management & Student Services\Registrar\Forms and Petitions (downloadable forms)\Academic Petition; [https://one.asburyseminary.edu/sites/default/files/1%20Academic%20Petition%202012-2013\\_0.pdf](https://one.asburyseminary.edu/sites/default/files/1%20Academic%20Petition%202012-2013_0.pdf)).

## **Expectations/Education Philosophy**

The D.Min. learning experience is just that – an experience. Personal and community exercises challenge students to lean into new concepts and capacities. For knowledge to grow into understanding and activity to become changed behavior, adults need to reflect. Practitioners reflecting critically *in and on* experience alters attitudes and perspectives, feelings and thoughts. John Wesley understood that humans are more than a brain; they are physical beings with emotions, relationships, spirits, and imaginations. Learning that transforms people engages *all* of these dimensions.

The Asbury D.Min. program requires professional, experienced, seasoned men and women to bring their whole selves to each residency. Doctor-Level pedagogy assumes that students are co-teachers with the faculty; they have significant contributions to make in a collaborative learning environment. We approach the possibilities together, with expectations that only God can fulfill.

### **Course Work/Hours**

A “credit hour” at Asbury Theological Seminary is an amount of work represented in student learning outcomes (SLOs) and verified by evidence of student achievement that reasonably approximates not less than fifty-five (55) minutes of direct faculty instruction and a minimum of two and a half (2.5) hours out-of-class student work each week for the equivalent of thirteen (13) weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time. Furthermore, at least an equivalent amount of work shall be required

for other academic activities including internships, practicums, studio work and other academic work leading to the award of credit hours. A faculty member desiring substantial changes must clear it through the dean of the school.

The expectation for D.Min. courses is 1,800 – 2,400 pages of assigned reading per 4-hour course or the equivalent of out-of-course work (Faculty Handbook).

## **Attendance Policy**

Students are expected to attend all class sessions during residency.

## **How to Submit Your Work**

All papers must include a formal title page and be formatted with MLA style formatting, unless otherwise indicated by faculty.

Students will upload all assignments to their online course classroom.

To upload an assignment:

1. Log into **oneATS** (<http://one.asburyseminary.edu>).
2. Enter your username and password.
3. In the upper right corner of the screen, click on **Online Courses**.
4. In the Navigation section, click on **My courses**.
5. Click on the **course number** for your course (see Page 1 of this syllabus).
  - a. Note: Make sure that the correct term and year appear in parentheses after the course number (e.g., SU = Summer, JA = January, etc.)
6. Upload your document in the assignment section as indicated by the faculty for your course.
7. NOTE: To send an email to faculty for your course, email them directly using the email addresses on Page 1 of this syllabus. Do not use the “To the Professor” email feature in your online classrooms, as this system is not integrated with faculty’s daily email handling systems.

## **Incomplete Work**

*(Please note: You can only request an incomplete if your pre-residency assignments were completed on time, and if the “unavoidable emergency” caveat below occurs immediately before final assignments are due. A busy schedule or non-stop demands of family and ministry do not qualify as reasons for an incomplete; these are realities that all D.Min. students face.)*

The official end of each term is 5 p.m. on the last day of the final exam week. The 5 p.m. deadline applies to handing in all course work. Each instructor may set an earlier deadline, but not a later deadline, for submission of any or all course work. Students must petition the Registrar for permission to receive an incomplete “I” grade and have the relevant faculty member’s support. The petition must be received before 5 p.m. on the last day of regularly scheduled classes (prior to the beginning of final exam week).

A grade of “I” denotes that course work has not been completed due to an unavoidable emergency (documentation may be requested). Delinquency or attending to church work or other employment does not constitute an unavoidable emergency. Without an approved “I,” a letter grade will be recorded based on grades received for completed work and an “F” grade assigned to incomplete work.

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 Registrar 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 Registrar. 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 a new semester or term without permission from the Registrar.

## **Appendices**

### **Appendix 1: Rubrics**

See next pages.

## Seminar I – The Pastor Formed through Preaching

<b>Student Learning Outcomes</b>	<b>Method of Assessment</b>	<b>Exemplary=4</b>	<b>Accomplished=3</b>	<b>Developing=2</b>	<b>Beginning=1</b>	<b>Evaluator</b>
<b>CLO #1:</b> Generate a working theory for their ministry intervention by establishing a biblical, theological, and theoretical warrant for their research endeavor.	Dissertation purpose statement and research questions	<i>Thoroughly grounds well-defined Problem and Purpose statement in biblical, theological, and theoretical foundations; integrates research problem with the aforementioned disciplines in exemplary manner.</i>	<i>Adequately grounds well-defined Problem and Purpose statement in biblical, theological, and theoretical foundations; integrates research problem in the aforementioned disciplines well.</i>	<i>Grounds Problem or Purpose statement needing more focus, in 1 or 2 of foundations required: biblical, theological, theoretical.</i>	<i>Loosely connects a beginning level problem or the purpose statement to 1 of the foundations required: biblical, theological, theoretical.</i>	D.Min. Team Faculty
<b>SLOs #1-3</b>	Pre-Residency Essays	<i>Perceptively engages with the texts and integrates key insights with current practice.</i>	<i>Intentionally engages with the texts and integrates some insights with current practice.</i>	<i>Generally engages with the texts and integrates few insights with current practice.</i>	<i>Minimally engages with the texts and does not integrate insights with current practice.</i>	Faculty
<b>SLO #1:</b> Demonstrate the capacity to prepare sermons using exegetical and hermeneutical skills acquired in biblical studies classes.	Sermon Preparation Journal	<i>Demonstrates, at an exemplary level, the capacity to prepare sermons using exegetical and hermeneutical skills acquired in biblical studies classes.</i>	<i>Demonstrates, at an accomplished level, the capacity to prepare sermons using exegetical and hermeneutical skills acquired in biblical studies classes.</i>	<i>Demonstrates, at a developing level, the capacity to prepare sermons using exegetical and hermeneutical skills acquired in biblical studies classes.</i>	<i>Demonstrates, at a beginning level, the capacity to prepare sermons using exegetical and hermeneutical skills acquired in biblical studies classes.</i>	Faculty
<b>SLO #2:</b> Demonstrate a capacity for delivering sermons appropriate to Christian service in the church and	Sermon	<i>Demonstrates, at an exemplary level, a capacity for delivering sermons appropriate to Christian service in the church and world.</i>	<i>Demonstrates, at an accomplished level, a capacity for delivering sermons appropriate to Christian service in the church and</i>	<i>Demonstrates, at a developing level, a capacity for delivering sermons appropriate to Christian</i>	<i>Demonstrates, at a beginning level, a capacity for delivering sermons appropriate to Christian</i>	Faculty

world.			<i>world.</i>	<i>service in the church and world.</i>	<i>service in the church and world.</i>	
<b>SLO#3:</b> Exercise theological and pastoral judgment in the practice of preaching.	Sermon Evaluation  Post-Residency Reflection Paper	<i>Exercises, at an exemplary level, theological and pastoral judgment in preparation for the practice of preaching.</i>	<i>Exercises, at an accomplished level, theological and pastoral judgment in preparation for the practice of preaching.</i>	<i>Exercises, at a developing level, theological and pastoral judgment in preparation for the practice of preaching.</i>	<i>Exercises, at a beginning level, theological and pastoral judgment in preparation for the practice of preaching.</i>	Faculty

## **Appendix 2: Policies**

### **Accessing Library Resources**

#### **1. General Questions:**

The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons can be reached at our website: [asbury.to/library](http://asbury.to/library), via phone at 800.2ASBURY or 859.858.2100, and via email at [information.common@asburyseminary.edu](mailto:information.common@asburyseminary.edu). Students are also encouraged to send questions to the Information Commons via SMS/text at 859.903.0464.

#### **2. Materials Requests:**

To search the library catalog for available materials, use the links on the library website or the search box located in your online course center. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be mailed back or returned to the library at either campus.

Online students may request books, photocopies, or emailed attachments of journal articles/portions of reference books from the library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

#### **3. Research Assistance:**

Students should contact the Information Commons for research assistance. Help is available for general research questions including how to find course materials online or navigate online library resources. Advanced research appointments are available for students needing assistance in the research process.

#### **4. Online Databases and Resources:**

Asbury Scholar - Users can perform a search for books, journal articles, eBooks, and more by using Asbury Scholar. Search results of all material types can be aggregated conveniently in a single results list, or narrowed down as specifically as a user requires. A search box and direct links to Asbury Scholar can be found on the library's website at [asbury.to/library](http://asbury.to/library).

Complete Resource List - Alternatively, direct links to resources have been arranged alphabetically on the Complete Resource List. In some cases this may allow the user to access site-specific features not otherwise available. To access the library's online resources including the library catalog, online journal databases, encyclopedias, and more, go to the Complete Resource List at <http://guides.asburyseminary.edu/resources>.

## **5. Technology Questions:**

Students can receive support for accessing their online classroom, using electronic resources, or other technological problems related to Asbury Seminary coursework by contacting the Information Commons. Longer appointments for training in supported Bible software or supported bibliographic management software are also available.

### **Plagiarism**

Academic integrity is expected from every student. Plagiarism, that is, “presenting...another’s ideas or writings as one’s own,” is considered a serious violation of trust and not acceptable. Detailed information including penalty for plagiarizing is to be found in the Student Handbook.

### **Turnitin**

If your course is using Turnitin.com as a form of detecting plagiarism, students would find this information useful for checking their own work.

The following is a sample Turnitin.com statement:

In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an large database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit <http://www.turnitin.com>.

### **Copyright Policies**

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

### **Online Media Copyright Information**

By using this material, you are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury

Theological Seminary and/or the original publisher is prohibited.

### **Americans With Disabilities Act Information**

Asbury Theological Seminary provides reasonable accommodation for qualified students with disabilities on an individualized basis. If you are a student with a disability, and believe you are in need of reasonable accommodations in this class, you will need to make an appointment with an Accommodations Officer, located in the Office of the Registrar on the Kentucky campus or in the Enrollment Management Office on the Florida campus. Students are required to provide documentation of a disability prior to receiving classroom accommodations. Since accommodations may require early planning at or before the start of the term and generally are not provided retroactively, please contact an Accommodations Officer as soon as possible.

### **Online Section Descriptions and Communication Guidelines**

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

The following are functions with which you should familiarize yourself:

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

### **Online Support Contact Information**

For technical support, library research support, library loans and Online media contact

### Information Commons:

email: [information.common@asburyseminary.edu](mailto:information.common@asburyseminary.edu)

Phone: (859) 858-2100;

Toll-free: (866) 454-2733

For general questions and administrative assistance regarding the Online program, contact Dale Hale:

email: [ExL.Office@asburyseminary.edu](mailto:ExL.Office@asburyseminary.edu)

Phone: (859) 858-2393

### **Withdrawal from Seminary**

A student who, for any reason, finds it necessary to withdraw from school at any time other than at the close of a term is required to obtain official approval. Permission to withdraw shall be secured from the Office of the Registrar. A grade of “F” shall be recorded for all courses from which a student withdraws without permission or after the deadline stated in this catalog. A student who withdraws from Asbury Theological Seminary and later decides to return as a student will be required to reapply for admission. Lack of attendance does not constitute a withdrawal.

### **Statement on Inclusive Language**

It is the policy of Asbury Theological Seminary to use inclusive or non-sexist language in all Seminary publications, literature and communications. The faculty of Asbury Theological Seminary has adopted the following statement recommending the use of nondiscriminatory language by all members of the Seminary community.

Rooted deeply within the history and heritage of Methodism is the active participation in the lifting of oppression in any form so as to extend and implement the freedom of the gospel to all whom God has created and seeks to redeem. The record of Wesleyans on behalf of women is impressive and honorable and should be furthered by the modern offspring of Wesley.

Language does make a difference. When terms create certain feelings, we respond to these feelings for the sake of fostering relationships. We do not bind ourselves to etymology or even historical usage, for history is always thrusting us into new situations and struggles. We are constantly adapting our language in order to be responsible and effective communicators.

Language does not create a problem nor does language solve a problem, but language may contribute to both sometimes in obvious ways, more often in subtle ways. It is the intent of the “Suggestions for Inclusive Language” to help sensitize the Asbury Theological Seminary community to some of the cultural problems related to using previously accepted gender specific references as generic terms and to provide help in moving beyond our present habits

to more just expressions.