

**New Testament Foundations**
**3 credits**

Class Information		Instructor Information		First day of classes:	Wed., Jan. 6, 2016
Days:	Tuesday	Instructor:	Jo-Ann Badley, Ph.D.	Last day to add/ drop/change to audit:	Sun., Jan. 17, 2016
Time:	6:30-	Email:	jbadley@ambrose.edu	Last day to request revised exam:	Mon., Feb. 29, 2016
Room:		Phone:		Last day to withdraw from course:	Fri., Mar 18, 2016
Lab/Tut:	none	Office:		Last day to apply for time extension for coursework:	Mon., Mar. 28, 2016
Final Exam: Tue April 19 6:30 pm Room A2210		Office Hrs:		Last day of classes:	Wed., April 13, 2016

**Textbook:**

Achtemeier, Paul J., Joel B. Green, and Marianne Meye Thompson. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans, 2001.

**Course Description:**

An introduction to the content, context, and interpretation of the New Testament, focusing upon three components: (1) an introduction to exegetical tools useful for reading, interpreting, and applying the New Testament; (2) a survey of the New Testament writings with particular attention to the respective historical settings, persuasive designs, and theological content of the four Gospels, Acts, Letters, and Revelation; and (3) an appreciation of the essential features of first-century Judaism and the wider Greco-Roman world.

The nature of the Christian experience demanded interpretation as well as proclamation, and this interpretation inevitably centered on the person of Jesus. The reason is simple: the one who appeared to the disciples as the risen Lord was identified with the same Jesus who had died by execution on the cross. The man they had known as one who preached, healed, and suffered, they now knew as the powerful bestower of the Spirit. If the community was to advance its own story, it was necessary first to come to grips with Jesus' story. The identity of the community and the living memory of Jesus were, therefore, inextricably intertwined."

L.T. Johnson

*The Writings of the New Testament, 111*

## Expected Learning Outcomes:

The primary learning outcome anticipated in this course is an awareness of key concepts to be a good reader of New Testament texts. Upon successful completion of the course, students will

- Know about basic literary and historical considerations for reading New Testament texts, in particular the basic characteristics of the genres of all the books of the New Testament
- Be able to identify how these characteristics matter for the interpretation of the New Testament.
- Be able to articulate a theological reading of each of the New Testament books studied that demonstrates that s/he is responsible and responsive to the biblical text.
- Be able to apply a New Testament text to a current situation, attentive to the details of the text.
- Value the New Testament as a theological resource for the church.

## Course Schedule:

Jan.12	<p><b>I. Introduction</b></p> <p>A. <b>“Introductions” as Intellectual Discipline and Spiritual Discipline</b></p> <p>B. <b>Genre: Content and Form</b></p> <p>C. <b>Preliminary Historical Questions</b></p> <p><u>Assignments:</u> Achte-meier, Paul J., Joel B. Green, and Marianne Meye Thompson. <i>Introducing the New Testament: Its Literature and Theology</i>. Grand Rapids: Eerdmans, 2001. [AGM-T] Chapters 1 and 2.</p> <p><u>Further Reading:</u> Carter, Warren. <i>Seven Events That Shaped the New Testament World</i>. Grand Rapids, MI: Baker, 2013. Cohen, Shaye J.D. <i>From the Maccabees to the Mishnah</i>, 3<sup>rd</sup> ed. Library of Early Christianity, edited by Wayne Meeks. Louisville: Westminster John Knox, 2014. Green, Joel B., and Lee Martin McDonald, eds. <i>The World of the New Testament</i>. Grand Rapids, MI: Baker, 2014. Johnson, Luke Timothy. “Part 1: The Symbolic World of the New Testament.” In <i>The Writings of the New Testament: An Interpretation</i>, 3rd ed. Minneapolis: Fortress Press, 2010. Skinner, Matthew L. “Understanding Jesus’ World.” <i>Huffington Post</i> (May 22, 2011). <a href="http://www.huffingtonpost.com/matthew-l-skinner/understanding-the-world-b_b_862763.html">http://www.huffingtonpost.com/matthew-l-skinner/understanding-the-world-b_b_862763.html</a></p>
Jan.19	<p>D. <b>Narrative for Identity and Formation: of God, and of the people of God</b></p> <p>E. <b>Representation: Truth and Whole Truth</b></p> <p><u>Assignments:</u> AGM-T, chapters 8, 25</p> <p><u>Further Reading:</u> Charry, Ellen T. "Educating for Wisdom: Theological Studies as a Spiritual Exercise." <i>Theology Today</i> 66 (2009): 295-308. ATLA Religion Database</p>

	<p>Griffiths, Paul J. "The Limits of Narrative Theology." In <i>Faith and Narrative</i>, edited by Keith E. Yandell, 217-36. Oxford: Oxford University Press, 2001.</p> <p>Placher, Wm. "How the Gospels Mean." In <i>Seeking the Identity of Jesus: A Pilgrimage</i>, edited by B.R. Gaventa and Richard B. Hays, 27-42. Grand Rapids, MI: Eerdmans, 2008.</p> <p>Powell, Mark Allan, ed. <i>Methods for Matthew</i>. Cambridge &amp; New York: Cambridge University Press, 2009.</p>
Jan.26	<p><b>II. Gospel as Narrative: Matthew</b></p> <p><b>A. Introduction</b></p> <p><b>B. Preparation Narratives: Matthew 1:1-4:11</b></p> <p><u>Assignments:</u>  Bible: Matthew 1:1-4:11  AGM-T chapter 3 and chapter 4: 89-99  Protoevangelium of James <a href="http://www.newadvent.org/fathers/0847.htm">http://www.newadvent.org/fathers/0847.htm</a></p> <p><u>Optional Assignment #1:</u> Film Review: The Nativity (Catherine Hardwicke, 2006). View the film and identify the ways this film expands Mary's story beyond what we know from Matthew's gospel. Consider the kinds of embellishments Hardwicke includes for a 21<sup>st</sup> century audience in contrast to the Protoevangelium of James which embellished the story for the 2<sup>nd</sup> or 3<sup>rd</sup> century. Your review should have a thesis and supporting arguments; maximum length 4 pages (about 1200 words).</p> <p><u>Further Reading:</u>  Anderson, Janice Capel. "Mary's Difference: Gender and Patriarchy in the Birth Narratives." <i>Journal of Religion</i> 67 (1987): 183-202.  Senior, Donald, C.P. "Directions in Matthean Studies." In <i>The Gospel of Matthew in Current Study: Studies in Memory of William G. Thompson, S.J.</i>, edited by D.E. Aune, 5-21. Grand Rapids: Eerdmans, 2001.  Bauckham, Richard. "Chapter 2: The Gentile Foremothers of the Messiah." In <i>Gospel Women: Studies of the Named Women in the Gospels</i>. Grand Rapids, MI: Eerdmans, 2002.  Lincoln, Andrew T. "Contested Paternity and Contested Readings: Jesus' Conception in Matthew 1:18-25." <i>Journal for the Study of the New Testament</i> 34 (2012): 211-31.  Menken, M.J.J. <i>Matthew's Bible: The Old Testament Text of the Evangelist</i>. Bibliotheca Ephemeridum Theologicarum Lovaniensium. Leuven: Leuven University Press, 2004.</p>
Feb.2	<p><b>C. Ministry in Galilee (Matthew 4:12-16:12)</b></p> <p><b>D. Parables (Matthew 13)</b></p> <p><u>Assignments:</u>  AGM-T pages 99-109  Bible: Matthew 4:12-16:12  Gospel of Thomas  <a href="http://gnosis.org/naghamm/gosthom.html">http://gnosis.org/naghamm/gosthom.html</a></p> <p>Jennifer A. Glancy. "Slaves and Slavery in the Matthean Parables." <i>Journal of Biblical Literature</i> 119 (2000): 67-90. ATLA database</p> <p><u>Optional Assignment #2:</u> Using at least 3 sources (see the recommended readings), describe the family structure of the ancient world, distinguishing between Greco-Roman and Jewish-</p>

	<p>Palestinian patterns where that is appropriate. The essay should have a thesis statement and supporting discussion; include a bibliography. Maximum length 4 pages (about 1200 words)</p> <p><u>Optional Assignment #3:</u> Summary of Jennifer A. Glancy. "Slaves and Slavery in the Matthean Parables." <i>Journal of Biblical Literature</i> 119 (2000): 67-90. An essay summary should clearly state the author's thesis and supporting arguments and provide a few comments at the end of the essay assessing the quality of the argument. Maximum length 3 pages (about 1000 words)</p> <p><u>Optional Assignment #4:</u> Prepare a chart from a close reading of the parable of the lost sheep in Matthew, Mark, Luke, and Thomas. The chart should clearly identify the similarities and differences between the various versions, considering both details and context. Include a paragraph indicating whether you think the 4 texts report the same parable.</p> <p><u>Further Reading:</u>  Hagner, Donald A. "Matthew's Parables of the Kingdom (Matthew 13:1-52)." In <i>The Challenge of Jesus' Parables</i>, edited by Richard N. Longenecker, 102-24. Grand Rapids, MI: Eerdmans, 2000.  Harrill, J. Albert. <i>Slaves in the New Testament: Literary, Social, and Moral Dimensions</i>. Minneapolis: Fortress, 2006.  Okure, Teresa. "'I Will Open My Mouth in Parables' (Matt.13:35): A Case for a Gospel-Based Biblical Hermeneutic." <i>New Testament Studies</i> 46 (2000): 445-63. Ambrose bound volumes  Reid, Barbara. "Which God Is with Us?". <i>Interpretation</i> 64 (2010): 380-89. ATLA database  Allison, Dale C. <i>The Sermon on the Mount: Inspiring the Moral Imagination</i>. Companions to the New Testament. edited by C.H. Talbert. New York: Crossroad (Herder &amp; Herder), 1999.</p>
Feb.9	<p style="text-align: center;"><b>E. To/In Jerusalem (Matthew 16:13-25:46)</b></p> <p><u>Assignments:</u>  AGM-T pages 109-115  Bible: Matthew 16:13-25:46</p> <p><u>Optional Assignment #5:</u> Perform Matthew 16:13-28</p> <p>Scripture performance is not acting; it is memorizing and reciting the actual words of the biblical text in such a way that you communicate orally the meaning of the biblical text to your audience. It begins from the assumption that most 'hearers of the word' in the ancient world would have been actual hearers. It uses the ancient practices to aide new learning about the meaning of the text. The goal of memorizing and performing scripture for an audience's response is insight into the biblical text. A one-page reflection paper documents one important insight you gained and the process by which this insight came to you.</p> <p>Useful tips <a href="http://www.biblicalperformancecriticism.org/">http://www.biblicalperformancecriticism.org/</a></p>
Feb.16	February Reading Week
Feb.23	<p style="text-align: center;"><b>F. Passion and Resurrection (Matthew 26:1-28:20)</b></p> <p><u>Assignments:</u>  AGM-T pages 115-121  Bible: Matthew 16:13-28:20  Gospel of Peter  <a href="http://www.earlychristianwritings.com/text/gospelpeter-brown.html">http://www.earlychristianwritings.com/text/gospelpeter-brown.html</a></p> <p><u>Optional Assignment #6:</u> The Downey Lecturer for 2016 is Christopher Wright, a biblical scholar and missiologist. Attend the two public lectures and summarize Wright's perspective on</p>

	<p>mission. How does his interpretation compare with Matt.28:16-20? The essay should have a thesis statement and supporting discussion; include a bibliography. Maximum length 4 pages (about 1200 words)</p> <p><u>Optional Assignment #7: Performance: Matthew 26:1-13</u>  Scripture performance is not acting; it is memorizing and reciting the actual words of the biblical text in such a way that you communicate orally the meaning of the biblical text to your audience. It begins from the assumption that most 'hearers of the word' in the ancient world would have been actual hearers. It uses the ancient practices to aide new learning about the meaning of the text. The goal of memorizing and performing scripture for an audience's response is insight into the biblical text. A one-page reflection paper documents one important insight you gained and the process by which this insight came to you.</p> <p>Useful tips <a href="http://www.biblicalperformancecriticism.org/">http://www.biblicalperformancecriticism.org/</a></p> <p><u>Optional Assignment #8: Using at least 3 sources (see the recommended readings), describe the ancient practice of crucifixion. The essay should have a thesis statement and supporting discussion; include a bibliography. Maximum length 4 pages (about 1200 words)</u></p> <p><u>Optional Assignment #9: Film Review: The Passion of the Christ (Mel Gibson, 2004). View the film and identify the ways this film expands the account of Jesus' crucifixion beyond what we know from Matthew's gospel. Consider the kinds of embellishments Gibson includes for a 21<sup>st</sup> century audience in contrast to the Gospel of Peter which embellished the story for the 2<sup>nd</sup> or 3<sup>rd</sup> century. Your review should have a thesis and supporting arguments; maximum length 4 pages (about 1200 words).</u></p> <p><u>Further Reading:</u>  Heil, John Paul. <i>The Death and Resurrection of Jesus: A Narrative Critical Reading of Matthew 26-28</i>. Minneapolis, MN: Fortress Press, 1991.  Senior, Donald. <i>The Passion of Jesus in the Gospel of Matthew</i>. Wilmington, DE: Glazier, 1985.</p>
Mar.1	7:00-9:00 Bishop Mark MacDonald
Mar.8	<p><b>III. Epistles</b></p> <p><b>A. Epistles as Narrative</b></p> <ol style="list-style-type: none"> <li><b>1. Acts as Narrative Framework</b></li> <li><b>2. Reading Philemon</b></li> </ol> <p><u>Assignments:</u>  AGM-T chapters 10, 11, 17 pages 421-26  Bible: Philemon  Martyrdom of Perpetua  <a href="http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/primary/perpetua.html">http://www.pbs.org/wgbh/pages/frontline/shows/religion/maps/primary/perpetua.html</a></p> <p><u>Optional Assignment #10: Performance of Philemon.</u>  Scripture performance is not acting; it is memorizing and reciting the actual words of the biblical text in such a way that you communicate orally the meaning of the biblical text to your audience. It begins from the assumption that most 'hearers of the word' in the ancient world would have been actual hearers. It uses the ancient practices to aide new learning about the meaning of the text. The goal of memorizing and performing scripture for an audience's response is insight into the biblical text. A one-page reflection paper documents one important insight you gained and the process by which this insight came to you.</p> <p>Useful tips <a href="http://www.biblicalperformancecriticism.org/">http://www.biblicalperformancecriticism.org/</a>  <u>Further Reading:</u></p>

	Smith, Abraham. "Brother Saul: An Ambivalent Witness to Freedom." <i>Semeia</i> 83-84 (1998): 235-50.
Mar.15	<p style="text-align: center;"><b>B. Paul's Epistles: Philippians, 1&amp;2 Thessalonians</b></p> <p><u>Assignments:</u>  AGM-T chapters 16 and 18  Bible: Philippians, 1&amp;2 Thessalonians  Polycarp's Letter to the Philippians  <a href="http://www.earlychristianwritings.com/text/polycarp-lake.html">http://www.earlychristianwritings.com/text/polycarp-lake.html</a></p> <p><u>Optional Assignment #11:</u> Read 1 and 2 Thessalonians carefully and describe the ways the vision of the end (the eschaton) that these books describe is the same and the ways it is different. Do you think the two pictures can be reconciled? Your essay should have a thesis and supporting arguments; maximum length 4 pages (about 1200 words). The introductory section of a good commentary might contribute to your understanding.</p> <p><u>Further Reading:</u>  Aune, David E. "Apocalypticism." In <i>Dictionary of Paul and His Letters</i>, edited by G.F. Hawthorne, R.P. Martin and D.G. Reid. 25-35. Downers Grove, IL: InterVarsity Press, 1993.  Fitzgerald, John T. "Christian Friendship: John, Paul, and the Philippians." <i>Interpretation</i> 61 (2007): 284-96.  Gorman, Michael J. "Paul's Twelve Big Ideas." In <i>Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters</i>, 132-43. Grand Rapids, MI: Eerdmans, 2004.</p>
Mar.22	<p>Holy week (classes held)</p> <p style="text-align: center;"><b>C. General Epistles: 1 Peter and James</b></p> <p><u>Assignments:</u>  AGM-T chapters 21 and 22 pages 513-527  Bible: 1 Peter and James  Ignatius' letter to Polycarp  <a href="http://www.earlychristianwritings.com/text/ignatius-polycarp-lightfoot.html">http://www.earlychristianwritings.com/text/ignatius-polycarp-lightfoot.html</a>  <i>Didache</i> chapters 1-5  <a href="http://www.newadvent.org/fathers/0714.htm">http://www.newadvent.org/fathers/0714.htm</a></p> <p><u>Term Paper due:</u> Prepare an essay focused on either Matt.27:45-54 (the meaning of the death of Jesus) or Matt.10:34-39 (Jesus' teaching on families). In either case, consider the details of the text in light of the gospel of Matthew; the paper should draw conclusions about how the text has meaning for the issues raised by Bishop Mark MacDonald. Each essay should have a thesis statement and supporting argumentation; you must use at least 10 sources, which can include the course textbook. The paper should be about 10 pages (2500-3000 words). The Ambrose Style Guide will be posted on the class moodle site, as will be the rubric I use to grade papers.</p> <p><u>Note:</u> this paper can be one of the required essays for the e-portfolio.</p> <p><u>Further Reading:</u>  Allison, Dale C. "The Fiction of James and Its <i>Sitz Im Leben</i>." <i>Revue Biblique</i> 108 (2001): 529-70.  Ambrose Bound Journals  Johnson, Luke T. "Friendship with the World and Friendship with God: A Study of Discipleship in James." In <i>Brother of Jesus, Friend of God: Studies in the Letter of James</i>, 202-220. Grand Rapids,</p>

	MI: Eerdmans, 2004.
Mar.29	<p><b>IV. Apocalypse: The Revelation to John</b></p> <p><b>A. What is an Apocalypse?</b></p> <p><b>B. Images of the Apocalypse</b></p> <p><u>Assignments:</u>  AGM-T chapter 24  1 Enoch 85-90  <a href="http://wesley.nnu.edu/index.php?id=2126">http://wesley.nnu.edu/index.php?id=2126</a></p> <p>Note: we will read the Revelation to John out loud together in class; students will be assigned sections to read earlier in the term.</p> <p><u>Further Reading:</u>  Hurtado, Larry. "Revelation 4-5 in the Light of Jewish Apocalyptic Analogies," <i>Journal for the Study of the New Testament</i> 25 (1985): 105-24. ATLA database  Rossing, Barbara R. "River of Life in God's New Jerusalem: An Ecological Vision for Earth's Future." <i>Mission Studies</i> 16 (1999): 136-56. ATLA database  Schellenberg, Ryan S. "Seeing the World Whole: Intertextuality and the New Jerusalem (Revelation 21-22)." <i>Perspectives in Religious Studies</i> 33 (2006): 467-76. ATLA database</p>
Apr.5	<p><b>C. History of Interpretation</b></p> <p><b>D. Apocalypse as Re-reading of scripture</b></p> <p>Exam questions to be distributed.</p> <p><u>Assignments:</u>  <i>Shepherd of Hermas</i>, chapters 1-4  <a href="http://wesley.nnu.edu/sermons-essays-books/noncanonical-literature/noncanonical-literature-the-fathers-of-the-church/the-shepherd-of-hermas/">http://wesley.nnu.edu/sermons-essays-books/noncanonical-literature/noncanonical-literature-the-fathers-of-the-church/the-shepherd-of-hermas/</a></p> <p>David Barr. "Apocalypse as a Symbolic Transformation of the World." <i>Interpretation</i> 38 (1984): 39-50. ATLA database</p> <p><u>Optional Assignment #12:</u> Summary of David Barr. "Apocalypse as a Symbolic Transformation of the World." <i>Interpretation</i> 38 (1984): 39-50. An essay summary should clearly state the author's thesis and supporting arguments and provide a few comments at the end of the essay assessing the quality of the essay. Maximum length 3 pages (about 1000 words)</p>
Apr.12	<b>V. Conclusion: Canon as Multi-vocal Witness to the Identity of Jesus</b>
Apr.19	Final Exam

**Requirements:**

Reading: Required reading is indicated on the course schedule (from Achtemeier, Green, Meye-Thompson [AGM-T], *Introducing the New Testament: Its Literature and Theology* and other sources). This reading will be required to prepare good answers for the final exam.

Optional Term Assignments: There are 12 optional assignments listed on the course schedule. Each student



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chooses any 4 assignments. No Late Term Assignments will be accepted. Each assignment is worth 10% of the final grade (4 @ 10% = 40%).

**Term Paper:** There are two paper topics, successful completion of either depends in part on the special lecture to be given by Bishop Mark MacDonald on March 1. Students can choose to focus on

- Matt.27:45-54 (the meaning of the death of Jesus)
- or Matt.10:34-39 (Jesus' teaching on families).

The paper is due on March 22 and is worth 30% of the final grade.

Note: in biblical studies, the quality of a paper depends greatly on the sources used; use critical judgment in assessing sources, especially internet sources (where opinion is often confused with careful thought and old sources are disguised as recently created). I have made some bibliography suggestions for the paper and these sources are on reserve in the library.

- Style Guide: on the moodle
- Grading Rubric: on the moodle
- Recommended Readings: on the moodle

**Final Exam:** There will be an in-class final exam on April 19. The exam will be three long-answer questions chosen from a list of potential questions. The potential questions will be distributed on April 5. Collaborative study is expected, but each student must submit unique answers to the questions. Students will be able to use Bibles during the exam. The exam is worth 30% of the final grade.

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**Attendance:**

Attendance is important; if you are going to be absent, please advise the instructor.

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**Grade Summary:**

Term assignments 4 @ 10%	40%
Term paper	30%
Final exam	<u>30%</u>
	100%

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

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## Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

### Exam Scheduling

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot

conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only

granted for serious issues that arise “due to circumstances beyond the student’s control.”

### **Appeal of Grade**

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar’s Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.