

Class Information		Instructor Information		First day of classes:	Wed., Sept 7, 2016
Dates	Wednesday	Instructor:	Jo-Ann Badley, Ph.D.	Last day to add/drop, or change to audit:	Sun, Sept. 18, 2016
	1:00-3:45	Email:	jbadley@ambrose.edu	Last day to request revised exam:	Mon, Oct 24, 2016
		Phone:	403-410-2000 ext.3994	Last day to withdraw from course:	Mon, Nov 14, 2016
Final Exam day		Office:	L2084	Last day to apply for time extension for coursework:	Mon, Nov 21, 2016
No final exam in this class.		Office Hrs:	by appointment	Last day of classes:	Mon, Dec 12, 2016

Textbook: All required reading will be from essays—available on the ATLA database or on Moodle. An extensive bibliography of additional readings in Luke-Acts will be posted on Moodle.

Course Description:

Luke wrote two books: an account of the life of Jesus (the Gospel of Luke) and an account of the birth of the church (the Acts of the Apostle). He placed the account of Jesus' resurrection and ascension at the centre (Luke 24 and Acts 1). This course will study the Gospel and Acts to understand the significance of the resurrection and ascension for the identity of Jesus and the character of the church.

Expected Learning Outcomes:

Upon successful conclusion of the course, students will be able to:

- identify the basic content of the Gospel of Luke and the Acts of the Apostles, particularly the overall structure and characteristic themes of these books;
- recognize and discuss the most important critical issues in interpreting Luke and Acts: genre, unity, text critical considerations;
- attend carefully to the biblical text of Luke and Acts, in comparison with other ancient texts, to read Luke and Acts thematically and theologically;
- engage critically the secondary literature on Luke and Acts.

Course Schedule:	
Sept. 7 1:00-3:45	<p>Introduction to Reading Luke-Acts</p> <p><u>Required Reading:</u> Bible: Luke 24:1-53 and Acts 1:1-14 Skinner, Matthew L. "Understanding Jesus' World." <i>Huffington Post</i> (May 22, 2011). http://www.huffingtonpost.com/matthew-l-skinner/understanding-the-world-b_b_862763.html</p> <p><u>Recommended Reading:</u> Alexander, Loveday. "Luke's Preface in the Context of Greek Preface-Writing." <i>Novum Testamentum</i> 28 (1986): 48-74. ATLA database Charry, Ellen T. "Educating for Wisdom: Theological Studies as a Spiritual Exercise." <i>Theology Today</i> 66 (2009): 295-308. ATLA database Jipp, Joshua W. "Luke's Scriptural Suffering Messiah: A Search for Precedent, a Search for Identity." <i>Catholic Biblical Quarterly</i> 72 (2010): 255-74. ATLA database Moberly, R.W.L. Chapter 2: Christ as the Key to Scripture: The Journey to Emmaus. In <i>The Bible, Theology, and Faith: A Study of Abraham and Jesus</i>. Cambridge Studies in Christian Doctrine, edited by C. Gunton and D.W. Hardy, 45-70. Cambridge: University Press, 2000. 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>
Sept. 14 1:00-3:45	<p>Luke's Prologue and Preparation Narratives (1:1-4:13)</p> <p><u>Assignment:</u> Optional Assignment #1: Close reading of the temptation narrative in Luke's Gospel (Luke 4:1-13 compare Matthew 4:1-11 and Mark 1:12-13). A close reading compares the account with similar accounts in the other gospels, as listed, considering wording and context. You need to use a fairly literal translation to do this work (NASB, NIV, NRSV) or work in the Greek text (if you have this ability).</p> <p><u>Required Reading:</u> Bible: Luke 1:1-4:13 Reid, Barbara. "An Overture to the Gospel of Luke." <i>Currents in Theology and Mission</i> 39 (2012): 428-34. ATLA database</p> <p><u>Recommended Reading:</u> Anderson, Gary A. "Mary in the Old Testament." <i>Pro Ecclesia</i> 16 (2007): 33-55. ATLA database Anderson, Janice Capel. "Mary's Difference: Gender and Patriarchy in the Birth Narratives." <i>Journal of Religion</i> 67 (1987): 183-202. Library MicroFiche Bauckham, Richard. Chapter 3: Elizabeth and Mary in Luke 1: Reading a Gynocentric Text Intertextually. In <i>Gospel Women: Studies of the Named Women in the Gospels</i>, 47-76. Grand Rapids, MI: Eerdmans, 2002. Green, Joel B. "Conversion in Luke-Acts: God's Prevenience, Human Embodiment." In <i>The Unrelenting God: God's Action in Scripture, Essays in Honor of Beverly Roberts Gaventa</i>, edited by David J. Downs and Matthew Skinner. 15-41. Grand Rapids, MI: Eerdmans, 2013.</p>
Sept. 21 1:00-3:45	<p>Luke 4:14-9:50 Jesus' Ministry in Galilee</p> <p><u>Assignment:</u> Optional Assignment #2: Perform Luke 7:36-50 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</p>

	<p>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; include bibliography of sources. See www.BiblicalPerformanceCriticism.org</p> <p><u>Required Reading:</u> Bible: Luke 4:14-9:50 Brodie, Thomas L. "Towards Unravelling Luke's Use of the Old Testament: Luke 7:11-17 as an Imitatio of 1 Kings 17:17-24." <i>New Testament Studies</i> 32 (1986): 247-67. Library Periodicals or Moodle</p> <p><u>Recommended Reading:</u> Brodie, Thomas L. "Luke-Acts as an Imitation and Emulation of the Elijah-Elisha Narrative." In <i>New Views on Luke and Acts</i>, edited by Earl Richard. 78-85 and 172-74. Collegeville: Liturgical Press, 1990. Cosgrove, Charles H. "A Woman's Unbound Hair in the Greco-Roman World, with Special Reference to the Story of the "Sinful Woman" in Luke 7:36-50." <i>Journal of Biblical Literature</i> 124 (2005): 675-92. ATLA database Kilgallen, John J. "Forgiveness of Sins (Luke 7:36-50)." <i>Novum Testamentum</i> 40 (1998): 105-16. ATLA database Moss, Candida R. "The Man with the Flow of Power: Porous Bodies in Mark 5:25-34." <i>Journal of Biblical Literature</i> 129 (2010): 507-19. ATLA database Okure, Teresa. "Epilogue: The Will to Arise: Reflections on Luke 8:40-56." In <i>The Will to Arise: Women, Tradition and the Church in Africa</i>, edited by Mercy Amba Oduyoye, 221-30. Eugene, OR: Wipf & Stock, 2005 (reprint of Maryknoll, NY: Orbis Books, 1992).</p>
Sept. 28	Spiritual Emphasis Days: no Luke-Acts class
Oct. 5 1:00-3:45	<p>Luke 9:51-19:46 Jesus Journeys to Jerusalem</p> <p><u>Assignment:</u> Optional Assignment #3: Prepare a chart for Luke 9:51-19:46 that divides the text into smaller sections and identifies the narrative setting (time and place) and characters in each section and the type of discourse: Jesus' teaching, miracle or healing story, narrative, conflict story. Where possible, identify the similar section in Mark's gospel.</p> <p><u>Required Reading:</u> Bible: Luke 9:51-19:46 Matera, Frank J. "Jesus' Journey to Jerusalem (Luke 9:51-19:46): A Conflict with Israel." <i>Journal for the Study of the New Testament</i> 51 (1993): 57-77. ATLA database</p> <p><u>Recommended Reading</u> Ringe, Sharon H. "Luke 9:28-36: The Beginning of an Exodus." <i>Semeia</i> 28 (1983): 83-100. ATLA database Schüssler Fiorenza, Elizabeth. "Chapter 2: Arachne--Weaving the Word: The Practice of Interpretation: Luke 10:38-42." In <i>But She Said: Feminist Practices of Biblical Interpretation</i>, 51-76. Boston: Beacon Press, 1992.</p>
Oct. 12 1:00-3:45	<p>Luke 15:1-7 and 20:9-19 Parables in Luke's Gospel</p> <p><u>Assignment:</u> Optional Assignment #4: Close reading of Luke 15:1-7 (compare Matthew 18:10-14). A close reading compares the account with similar accounts in the other gospels, as listed, considering wording and context. You need to use a fairly literal translation to do this work (NASB, NIV,</p>

	<p>NRSV) or work in the Greek text (if you have this ability).</p> <p><u>Required Reading:</u> Bible: Luke 15:1-7 and 20:9-19 Culpepper, R. Alan. "Parable as Commentary: The Twice-Given Vineyard (Luke 20:9-16)." <i>Perspectives in Religious Studies</i> 26 (1999): 147-68. ATLA database</p> <p><u>Recommended Reading:</u> Barton, Stephen C. "Parables on God's Love and Forgiveness (Luke 15:1-32)." In <i>The Challenge of Jesus' Parables</i>, edited by R.N. Longenecker, 199-216. Grand Rapids: Eerdmans, 2000. Gourgues, Michel. "The Priest, the Levite, and the Samaritan Revisited: A Critical Note on Luke 10:31-35." <i>Journal of Biblical Literature</i> 117 (1998): 709-13. ATLA database Stern, David. "Jesus' Parables from the Perspective of Rabbinic Literature: The Example of the Wicked Husbandmen." In <i>Parable and Story in Judaism and Christianity</i>, edited by Clemens Thoma and Michael Wyschogrod, 42-80. New York: Paulist, 1989.</p>
<p>Oct. 19 1:00-3:45</p>	<p>Luke 19:47-21:38 Jesus' Ministry in Jerusalem Luke 22:1-23:56 Jesus' Death</p> <p><u>Assignment:</u> Optional Assignment #5: Close reading of the trial narratives in Luke's account of Jesus' passion (Luke 22:66-23:25 compare Mark 14:53-15:15 and Matthew 26:57-27:26). A close reading compares the account with similar accounts in the other gospels, as listed, considering wording and context. You need to use a fairly literal translation to do this work (NASB, NIV, NRSV) or work in the Greek text (if you have this ability).</p> <p><u>Required Reading:</u> Bible: Luke 22:1-23:56 Lewis, Carrie L. "Narrative Insights into the Crucifixion of Jesus in Luke (23:33-43)." <i>Currents in Theology and Mission</i> 32 (2005): 355-65. ATLA database</p> <p><u>Recommended Reading:</u> Quesnell, Quentin. "The Women at Luke's Supper." In <i>Political Issues in Luke-Acts</i>, edited by R.J. Cassidy and P.J. Scharpen. 59-79. Maryknoll: Orbis, 1983. Schwartz, Sandra. "The Trial Scene in the Greek Novels and in Acts." In <i>Contextualizing Acts: Lukan Narrative and Greco-Roman Discourse</i>, edited by Todd C. Penner and Carolyn Vander Stichele, 105-33. Atlanta, GA: Society of Biblical Literature, 2003. Skinner, Matthew L. "Chapter 2: Trials in Ancient Life and Literature." <i>The Trial Narratives: Conflict, Power, and Identity in the New Testament</i>, 13-32 and 163-66 (notes). Louisville: Westminster John Knox, 2010.</p>
<p>Oct. 26 1:00-3:45</p>	<p>Acts 1:1-2:47 Preface to Acts</p> <p><u>Assignment:</u> Gospel of Luke quiz: choose the texts from Luke's gospel and locate them in an outline. Optional Assignment # 6: Compare Peter's citation of Old Testament texts in his speech in Act 2:14-36 with the texts (in Joel and Psalms) as we have them now in our Bibles. Consider both wording and context; identify differences and similarities. You need to use a fairly literal translation to do this work (NASB, NIV, NRSV) or work in the Greek text (if you have this ability).</p> <p><u>Required Reading:</u> Bible: Acts 1:1-2:47 Keener, Craig. "Why Does Luke Use Tongues as Sign of the Spirit's Empowerment?" <i>Journal of Pentecostal Theology</i> 15 (2007): 177-84. ATLA database</p>

	<p><u>Recommended Reading:</u> Gilbert, Gary. "The List of Nations in Acts 2: Roman Propaganda and the Lukan Response." <i>Journal of Biblical Literature</i> 121 (2002): 497-529. ATLA database González, Catherine Gunsalus, and Justo L. González. "Preaching Pentecost in Today's Changing World." <i>Journal for Preachers</i> 35 (2012): 15-20. ATLA database Juel, Donald H. "Social Dimensions of Exegesis: The Use of Psalm 16 in Acts 2." <i>Catholic Biblical Quarterly</i> 43 (1981): 543-56. ATLA database Juel, Donald H. "Hearing Peter's Speech in Acts 3: Meaning and Truth in Interpretation." <i>Word & World</i> 12 (1992): 43-50. ATLA database</p>
Nov. 2 1:00-3:45	<p>Acts 3:1-14:28 Ministry from Jerusalem <u>Assignment:</u> Paper proposal due Optional Assignment # 7: Prepare a chart listing all the speeches made in Acts that are 3 verses or longer (admittedly an arbitrary criterion). Identify who made the speech and the narrative context in which it was given (location, audience, events). Optional Assignment # 8: Outline the actions of Peter in the text of Acts 1-15 and Paul in Acts 13-28 (preaching, healing, conflicts), identifying similar actions, and, where possible, linking these actions to similar ones done by Jesus according to the Gospel of Luke. A chart may be the best way to present this material.</p> <p><u>Required Reading:</u> <i>Acts of Paul and Thecla</i> (Apocryphal NT Acts) http://wesley.nnu.edu/sermons-essays-books/noncanonical-literature/noncanonical-literature-nt-acts/acts-of-paul-and-thecla/ Alexander, Loveday. "Mapping Early Christianity: Acts and the Shape of Early Church History." <i>Interpretation</i> 57 (2003): 163-73. ATLA database</p> <p><u>Recommended Reading:</u> Alexander, Loveday. "Fact, Fiction and the Genre of Acts." <i>New Testament Studies</i> 44 (1998): 380-99. Library periodicals Campbell, William Sanger. "The Narrator as 'He,' 'Me,' and 'We': Grammatical Person in Ancient Histories and in the Acts of the Apostles." <i>Journal for Biblical Literature</i> 129 (2010): 385-407. ATLA database Green, Joel B. "Internal Repetition in Luke-Acts: Contemporary Narratology and Lukan Historiography." In <i>History, Literature, and Society in the Book of Acts</i>, edited by B. Witherington, 283-99. Cambridge: University Press, 1996. Phillips, Thomas E. "The Genre of Acts: Moving toward a Consensus?" <i>Currents in Biblical Research</i> 4 (2003): 365-96. Library Periodicals Rowe, C. Kavin. "History, Hermeneutics and the Unity of Luke-Acts." <i>Journal for the Study of the New Testament</i> 28 (2005): 131-57. ATLA database Soards, Marion L. "The Speeches in Acts in Relation to Other Pertinent Ancient Literature." <i>Ephemerides theologicae Lovanienses</i> 70 (1994): 65-90. ATLA database Wall, Robert W. "The Acts of the Apostles in Canonical Context." <i>Biblical Theology Bulletin</i> 18 (1988): 16-24. Library Microfiche</p>
Nov. 9	Seminary modules: no Luke-Acts class
Nov. 16 1:00-3:45	<p>Acts 9:31, 22:1-21, 26:1-23 Paul's Conversion <u>Assignment:</u> Optional Assignment #9: Close reading of Acts 9:31, 22:1-21 and 26:1-23. A close reading compares one account with similar accounts, as listed, considering wording and context. You</p>

	<p>need to use a fairly literal translation to do this work (NASB, NIV, NRSV) or work in the Greek text (if you have this ability).</p> <p><u>Required Reading:</u> Bible: Acts 3:1-14:28 Barreto, Eric D. "Negotiating Difference: Theology and Ethnicity in the Acts of the Apostles." <i>Word & World</i> 31 (2011): 129-37. ATLA database</p> <p><u>Recommended Reading:</u> Marguerat, Daniel. Chapter 9: Saul's Conversion. In <i>The First Christian Historian: Writing the 'Acts of the Apostles'</i>. Society for New Testament Studies Monograph Series, edited by Richard Bauckham. Vol. 121. Cambridge: Cambridge University Press, 2002. Ambrose e-book Pao, David W. "Waiters or Preachers: Acts 6:1-7 and the Lukan Table Fellowship Motif." <i>Journal of Biblical Literature</i> 130 (2011): 127-44. ATLA database</p>
Nov. 23 1:00-3:45	<p>Acts 15:1-35 Jerusalem Council</p> <p><u>Assignment:</u> Optional Assignment # 10: Perform Acts 15:1-21 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 gained and the way you have come to it; include sources used. See www.BiblicalPerformanceCriticism.org</p> <p><u>Required Reading:</u> Bible: Acts 15 Glenny, W. Edward. "The Septuagint and Apostolic Hermeneutics: Amos 9 in Acts 15." <i>Bulletin for Biblical Research</i> 22 (2012): 1-25. Library periodicals or Moodle</p> <p><u>Recommended Reading:</u> Trobisch, David. "The Council of Jerusalem in Acts 15 and Paul's Letter to the Galatians." In <i>Theological Exegesis: Essays in Honor of Brevard S. Childs</i>, edited by C. Seitz and K. Greene-McCreight, 331-38. Manchester: University Press, 1999. Sweetland, D.M. "Following Jesus: Discipleship in Luke-Acts." In <i>New Views on Luke-Acts</i>, edited by Earl Richard, 109-23 and 78-80. Collegeville: Liturgical Press, 1990. Talbert, Charles H. "Discipleship in Luke-Acts." In <i>Discipleship in the New Testament</i>, edited by Fernando F. Segovia, 62-75. Philadelphia: Fortress, 1985.</p>
Nov.30 1:00-3:45	<p>Acts 15:36-28:31 Ministry beyond Jerusalem</p> <p>Term Paper due</p> <p><u>Required Reading:</u> Bible: Acts 15:36-28:31 Gaventa, Beverly Roberts. "'You Will Be My Witnesses': Aspects of Mission in the Acts of the Apostles." <i>Missiology</i> 10 (1982): 413-25. ATLA database</p> <p><u>Recommended Reading:</u> Skinner, Matthew. "The Word of God and the Church: On the Theological Implications of Three Summary Statements in the Acts of the Apostles." In <i>The Unrelenting God: God's Action in Scripture, Essays in Honor of Beverly Roberts Gaventa</i>, edited by David J. Downs and Matthew Skinner. 60-82. Grand Rapids, MI: Eerdmans, 2013.</p>

Dec. 7 1:00-3:45	<p>Conclusion</p> <p>Acts of the Apostles quiz: locate the pericope in an outline.</p> <p><u>Required Reading:</u> Mittelstadt, Martin William. "Eat, Drink, and Be Merry: A Theology of Hospitality in Luke-Acts." <i>Word & World</i> 34 (2014): 131-39. ATLA database</p> <p><u>Recommended Reading:</u> Byrne, Brendan. <i>The Hospitality of God: A Reading of Luke's Gospel</i>. Collegeville: Liturgical Press, 2000. Gaventa, Beverly Roberts. "Learning and Relearning the Identity of Jesus from Luke-Acts." In <i>Seeking the Identity of Jesus: A Pilgrimage</i>, edited by B.R. Gaventa and Richard B. Hays, 148-65. Grand Rapids: Eerdmans, 2008. Phillips, Thomas E. "Reading Recent Readings of Issues of Wealth and Poverty in Luke and Acts." <i>Currents in Biblical Research</i> 1 (2003): 231-69.</p>
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Requirements:

1. Reading in preparation for class is important; all required readings are available on the ATLA database or Moodle. Recommended readings are available in the library.
2. Both the Gospel of Luke quiz (Oct.26) and the Acts of the Apostles quiz (Dec.7) will be in class.
3. All weekly optional assignments are due as paper copies, in class, on the date indicated on the Course Schedule above. Students must complete five of the ten optional assignments; if more work is submitted, the highest grades will be counted. No late submissions will be accepted.
4. The proposal for the term paper (1 page) should include the biblical text that is its focus, the topic of the paper, the social practice that matters for the topic, and five sources. The proposal is due as paper copy in class on Oct.19.

The paper should be 10-12 pages (between 2500 to 3500 words) using a minimum of 8 sources not including versions of the biblical text used. Every paper will focus on a particular biblical passage in Luke-Acts, take into account social practices of the first century (e.g. of trials, or meals, family structure, or economic class) and make an argument (defend a thesis). Submit the papers using Moodle. A grading rubric will be posted on the Moodle site and discussed in class. The paper is due Nov.30. Late papers will be accepted but will be docked grades.

Attendance:

Attendance is an important component of learning in this course; the instructor monitors student attendance. Please notify the instructor if you are going to be absent.

Grade Summary:

Quiz on Luke's Gospel (20%)
 Quiz on the Acts of the Apostles (20%)
 Optional weekly assignments (5 @ 5% = 25%)
 Term paper proposal (5%)
 Term paper (30%)

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.

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.

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.

Exam Scheduling

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.

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.