

North Park Theological Seminary
Syllabus for BIBL 5220
Old Testament 2: Prophets and their Legacy
Spring 2024

Hybrid Class:
Online & Intensive In-Person Week at Midwinter (Hyatt Regency O’Hare, Chicago, IL)
January 2 – February 23

INSTRUCTOR INFORMATION

J. Nathan Clayton, PhD, Assistant Professor of Old Testament ([about](#))

E-mail: jnclayton@northpark.edu (best method of contact)

Cell phone: (847) 971-4544 (feel free to text or call, as needed, during weekday regular CST business hours)

- *Email*: Please feel free to email me with any questions or concerns. I make every effort to respond to email within 1-2 days (M-F).
- *Meeting with instructor*: Students are welcome to schedule a phone or video call appointment at any point in the semester. If you are having any difficulties in the course, I encourage you to be in contact earlier, rather than later, so we can problem solve together.

COURSE DESCRIPTION

Welcome to Old Testament 2! I look forward to our interaction together with the texts of 1-2 Kings and Isaiah—Malachi. OT2 is a graduate-level seminary course on the basic theological literature of the Old Testament/Hebrew Bible. We will use English translations. This three-hour graduate course requires a substantial amount of reading. Please read the syllabus thoroughly for details. It is your roadmap.

This course investigates the biblical story of the people of God in the sixteen prophetic books of the Old Testament, as well as their various narrative and historical settings in *I and II Kings*. It also includes, then: *Isaiah, Jeremiah, Ezekiel, Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah and Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi*. The course will provide an understanding of the overarching content (events, characters, and themes) of these books, and their original cultural and historical settings (8th-5th centuries BC). Attention will be given to literary genres, certain critical issues, and inter-biblical connections as they aid interpretation of texts. Historically, it will cover the prophetic preaching from the divided kingdom through the Persian Second Temple restoration. The goal is to further prepare students to appreciate, interpret, teach, and preach from these books in the ministries of the Church.

The power and passion of the OT texts we will read are essential parts of the “Scripture” to which 2 Timothy 3:16 refers. You can begin by reading the primary biblical documents, starting with First and Second Kings.

THE COURSE “AT-A-GLANCE”

8 weekly modules in total (January 3 – February 23; 3 pre-intensive online modules; 1 intensive in-person “module” week in Chicago at the Midwinter ECC conference; 4 post-intensive online modules).

Basic course requirements:

1. 1 week of in-person commitment (January 22-26)
2. 5 online discussion posts & responses (online modules 2-3 & 6-8)
3. 1 exam
4. 1 exegetical paper
5. Course reading

REQUIRED TEXTBOOKS

Having a good study Bible is assumed.

Smith, Gary V. *Interpreting the Prophetic Books: An Exegetical Handbook*. Handbooks for Old Testament Exegesis. Grand Rapids, MI: Kregel, 2014.

Chisholm Jr., Robert B. *Handbook on the Prophets*. Grand Rapids, MI: Baker, 2002.

Posted on Canvas, 2 chapters:

Hamilton, Victor P. *Handbook on the Historical Books*. Grand Rapids: Baker, 2001. "1 Kings 1-11" and "1 Kings 12-2 Kings 25," pp. 379-476.

Note: students do not have any required Bible reading, but as a value-added benefit, it is strongly recommended that students read through the OT biblical texts covered in this course as well (see course schedule below).

SHORT BIBLIOGRAPHY

Some further helpful sources for the study of OT Prophetic literature include:

Brueggemann, Walter. *The Prophetic Imagination*. 40th Anniversary Edition. Minneapolis, MN: Fortress, 2018.

Beitzel, Barry J. *The New Moody Atlas of the Bible*. Chicago: Moody Publishers, 2009.

Boda, Mark J., and J. Gordon McConville, editors. *Dictionary of the Old Testament: Prophets*. Downers Grove: InterVarsity Press, 2012

Birch, Bruce C., Walter Brueggemann, Terrence E. Fretheim, and David L. Peterson. *A Theological Introduction to the Old Testament*. Second edition. Nashville: Abingdon, 2005.

Carroll R., M. Daniel. *The Lion Roars: Recovering the Prophetic Voice for Today*. Theological Explorations for the Church Catholic. Grand Rapids, MI: Baker, 2022.

Chalmers, Aaron. *Interpreting the Prophets: Reading, Understanding and Preaching from the Worlds of the Prophets*. Downers Grove, IL: InterVarsity Press, 2015.

Freedman, D. N., editor. *Eerdmans Dictionary of the Bible*. Grand Rapids: Eerdmans, 2000.

Gentry, Peter J. *How to Read & Understand the Biblical Prophets*. Wheaton, IL: Crossway, 2017.

Hays, J. Daniel. *The Message of the Prophets: A Survey of the Prophetic and Apocalyptic Books of the Old Testament*. Grand Rapids: Zondervan, 2010.

Kitchen, K. A. *On the Reliability of the Old Testament*. Grand Rapids: Eerdmans, 2003.

Longman III, Tremper. *Old Testament Commentary Survey*. 5th edition. Grand Rapids: Baker, 2013.

Provan, Iain, V. Philips Long, and Tremper Longman III. *A Biblical History of Israel*. Second Edition. Louisville: Westminster John Knox, 2015.

Peterson, David L. *The Prophetic Literature: An Introduction*. Louisville: Westminster John Knox, 2012.

Steitz, Christopher R. *Prophecy and Hermeneutics: Toward a New Introduction to the Prophets*. Studies in Theological Interpretation. Grand Rapids, MI: Baker, 2007.

Stulman, Louis, and Hyun Chul Paul Kim. *You Are My People: An Introduction to Prophetic Literature*. Nashville, TN: Abingdon, 2010.

VanGemeren, Willem A. *Interpreting the Prophetic Word: An Introduction to the Prophetic Literature of the Old Testament*. Grand Rapids: Zondervan, 1990.

Walton, John H. *Ancient Near Eastern Thought and the Old Testament: Introducing the Conceptual World of the Old Testament*. Second Edition. Grand Rapids: Baker, 2018.

DEGREE LEARNING OUTCOMES

The major North Park Theological Seminary degree learning outcomes this course intends to address are:

MACF: “Interpret Scripture with historical and theological integrity in relation to Christian formation.”

MACM: “Interpret Scripture with historical and theological integrity in relation to one’s ministry.”

MATS: “Interpret Scripture with historical and theological integrity for diverse communities and contexts.”

MDIV: “Interpret Scripture with historical and theological integrity for diverse churches, communities, and contexts.”

LEARNING OUTCOMES

1. Students will learn to recognize, recall, and identify: (a) the main historical periods, (b) the key geographical areas, (c) the basic literary structure, (d) the basic people, places, and events and (e) the major interpretive issues of 1-2 Kings and the OT Prophetic Books.

[Knowledge, Comprehension]

2. Students will write online posts, analyzing certain scholarly views and applying them to their current ministry settings.

[Analysis, Application]

3. By means of a written assignment, students will carefully analyze and synthesize contrasting scholarly perspectives on key texts and themes in the Prophetic Books.

[Analysis, Synthesis]

4. By means of a written assignment, students will analyze, evaluate, and briefly articulate their own positions on the exegetical issues (literary, historical, canonical, theological) of a chosen passage in the Prophetic Books.

[Analysis, Synthesis, Evaluation]

GRADING

The final grade for this course will be computed according to these percentages:

- | | |
|--------------------------|-----|
| 1. 5 Online Forum Posts: | 20% |
| 2. Exam: | 25% |
| 3. Exegetical Paper: | 30% |
| 4. Reading Log: | 25% |

The North Park Theological Seminary grading scale is as follows:

A	95-100	C	80-83
A-	93-94	C-	78-79
B+	91-92	D+	76-77
B	88-90	D	72-75
B-	86-87	D-	70-71
C+	84-85	F	0-69

COURSE ASSESSMENTS

The learning outcomes noted above will be assessed through the following methods:

1. 5 Online Discussion Forum Posts & Responses: 20% of final grade

- For modules 2-3 & modules 6-8, students will have an initial online discussion post and one shorter response (to another student's post) to write.
- Each of the *initial posts* should be 400-450 words in length.
- The prompts for each post will be available on the relevant Canvas weekly course modules.
- An **initial post** will be due by the *Friday* (midnight CST) of a given week's module. You will upload this post at the discussion forum link of a given weekly Canvas module.
- A **brief response** to one other student's initial post will be due by the *Saturday* (midnight CST) following the Friday due date of the original initial post. This shorter response should be 200-250 words in length.
- Each overall post (initial post + response) will be graded on a 10-point scale, following this basic grading rubric:

CATEGORY	10 Points—Wow	9 Points—Very Good	8 Points—OK	1-7 Points—Whoops
Key Principles	Discussion is substantive and demonstrates a keen understanding of the key principles of the assignment	Discussion is substantive and relates well to key principles of the assignment	Reference made to key principles, but the post could be better integrated	Inadequate or no reference to key principles; evident that student misunderstood the principles. The professor will comment further.
Examples (from readings, from ministry, etc.)	Examples are clearly well-integrated into response	Examples are generally well-integrated into response	Examples are either not present or do not support the key principles of the assignment	
Writing Style	Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, and when needed, sources are properly cited (Author, page #)	Many of these are present: Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, and when needed, sources are properly cited (Author, page #)	Only 2 or fewer are present: Syntax is appropriate, terminology used accurately and appropriately, language is understandable and concise, organization is logical, and when needed, sources are properly cited (Author, page #)	

2. Exam: 25% of final grade

- On Monday 1/29, the exam will be posted on Canvas, as a PDF.
- This exam will cover, in general, the lecture material related to 1-2 Kings and the Prophetic Book, from the intensive in-person week at Midwinter.
- A **full study guide** will be posted on Canvas by the start of the course. Every question on the exam will flow directly from this study guide.

- d. The exam questions will consist of a mix of true/false, multiple choice, fill-in-the-blank, and short answer. When ready, in one sitting (no time limit), print the PDF, take the exam “by hand” (with a pen) and then scan your completed exam **as a single document PDF**.
- e. Schedule your time for this. You should post the completed exam on Canvas **by Saturday 2/3, midnight CST**, at the Week 5 Module.
- f. This exam will be graded on a 100-point scale. Once you open and print the PDF of the exam, *it should be taken without notes or helps*. I will assume that you will take it this way, on the honor method! You will be asked to sign a brief statement at the start of the exam, stating that you are taking it without helps.
- g. Note: the goal for this exam is to carefully review and process the material covered during the in-person week, so as to build your basic biblical literacy when it comes to the OT prophetic books (literary structure, main historical/geographical issues, key canonical/theological issues).

3. Final Exegetical Paper: 30% of final grade

- a. Due date: **Sat. 3/30 (midnight CST, posted as a PDF as the Week 8 Canvas module)**
- b. Passage choice: Each student, in consultation with the instructor, will choose a passage: either one from the *prophetic books*, or one from *1-2 Kings* that has a clear prophetic focus. The shorter/concise the passage, the better.
- c. *Formatting/Basic Research Instructions:*
 - i. This paper should be between 7-10 pages, formatted as follows: 12-point Times New Roman font, 1-inch margins, double-spaced.
 - ii. Use at least 8 academic sources: commentaries, academic books, encyclopedia/dictionary entries/articles, journal articles, essays, etc.
 - iii. Use simple in-text parenthetical notes in this paper, (Author, page #), like this: (Clayton, 243), and have a final bibliography. You do not need to use footnotes. If you have more than one source by the *same* author, also include a short form of the title for that author in the parenthetical note, like this: (Clayton, *Symbol*, 250).
 - iv. Your paper should have 4 sections (see below), plus a short introduction and conclusion, and a final bibliography. Follow the Turabian style for the bibliography, and this [website](#) can help you with that.
 - v. Generally, you may also consult the NPTS writing handbook [here](#). Contact the professor directly (and early in the semester) if you would like to meet with a research and/or writing advisor to help with your exegetical paper.
- d. *Writing Instructions:*
 - i. The goal of this paper is to (a) carefully exegete a short passage from one of the OT books covered in this course, (b) briefly consider various levels of biblical contexts for your passage, and (c) briefly reflect on how you would apply your passage in a teaching or preaching Christian ministry context.

- ii. Section 1: Passage Analysis
 - A. Here, your goal is to explain *what* your passage says and what the exegetical issues in the passage are. Consider these kinds of questions:
 - B. What is the main theme of your passage and how is this theme developed?
 - C. What are any key words? What variations do you observe when you look at your passage in different English versions?
 - D. What are the key issues brought up by commentators with your passage? On what issues are scholars disagreeing in this passage? Are there any key Hebrew language/grammar issues that scholars help you get at? Are there any important socio-cultural, historical and/or geographical issues?
 - E. Make sure you discuss at least 2 contrasting scholarly positions related to an issue in your passage and give your opinion on the issue.
 - F. Section 1: *4-5 pages, with a short introduction to the whole paper.*

- iii. Section 2: Passage in Context of its OT Book
 - A. Here, your goal is to briefly reflect on the way your passage relates to the Old Testament book in which it is set. Consider these kinds of questions:
 - B. What is the immediate literary context of your passage? Why is it set in this context?
 - C. What is/are the next literary/canonical layer(s) of your passage in its Old Testament book?
 - D. What is the broad function of your passage in the overall argument of the book in which it is set?
 - E. Section 2: *1-2 pages*

- iv. Section 3: Passage in Broader Biblical Contexts
 - A. Here, your goal is to bring together your work from the previous two sections and *briefly* reflect on the way your passage connects to broader biblical themes. Respond to these questions:
 - B. What is one broader Old Testament theme that your passage contributes to? Discuss at least one *other* OT passage in support.
 - C. What is one broader New Testament theme that your passage contributes to? Discuss at least one NT passage in support.
 - D. Section 3: *1-2 pages.*

- v. Section 4: Passage in a Ministry Context
 - A. Here, your goal is to *quickly* synthesize your findings from the previous three sections and briefly *apply* them to a specific ministry setting. Consider these questions:
 - B. Identify a current (or past) ministry setting that you are familiar with, where you would preach or teach from your paper's passage.
 - C. Reflect briefly on how you would apply the truths of your passage to the audience you have identified in your ministry example.
 - D. Section 4: *about 1 page, with a short conclusion for the whole paper.*

- e. *Grading Sheet:* I will use this when grading the exegetical paper. Note: please include a copy of this grading sheet as the *last* page of your submitted paper. For that purpose, a Word document version of this grading sheet will be posted on Canvas, at the Week 8 module.

<i>Exegetical Paper Grading Sheet</i>	
<p>Formatting & Bibliography:</p> <ul style="list-style-type: none"> • Is the paper between 7-10 pages? • Is the paper formatted with 12-point Times New Roman font, with 1-inch margins and double spaced? • Are at least 8 academic sources used? Are they properly cited <i>within the paper</i> with (Author, page #) in-text citations? Are short form titles (Author, <i>Short Title</i>, page #) used in the citations, if needed? • Is the bibliography properly formatted in the Turabian style? • Does the paper have a short introduction and conclusion, and four clearly identified sections? 	/ 15 pts
<p>Section 1: Passage Analysis</p> <ul style="list-style-type: none"> • Is the main theme of the passage clearly identified? • Is the literary development of the passage properly discussed? • Are any key words discussed? Are observations from various English versions of the passage brought forth? • Are the key issues of the passage effectively discussed? • Are the key Hebrew/grammar issues discussed? • Are at least two contrasting scholarly positions on an issue with this passage discussed? Is the student's opinion clearly given for this issue? • Are any significant contextual socio-cultural, historical and/or geographical issues presented? 	/ 45 pts
<p>Section 2: Passage in Context of its OT Book</p> <ul style="list-style-type: none"> • Is the immediate literary context of the passage in its OT book properly identified? • Are the next level contextual layers in the OT book briefly identified? • Is the broad function of the passage in the overall argument of its OT book discussed? 	/ 15 pts
<p>Section 3: Passage in Biblical Context</p> <ul style="list-style-type: none"> • Is one broader Old Testament theme related to the passage discussed? Is at least one other Old Testament passage briefly discussed in support? • Is one broader New Testament theme related to the passage discussed? Is at least one New Testament passage briefly discussed in support? 	/ 15 pts
<p>Section 4: Passage in a Ministry Context</p> <ul style="list-style-type: none"> • Is a current ministry setting clearly identified? • Is the application of the passage in a teaching or preaching ministry setting effectively highlighted? 	/ 10 pts
<p>Comments:</p>	<p>TOTAL:</p> <p>/ 100 pts</p>

4. Reading Log: 25% of final grade

- a. You will have required readings to complete for modules 1-3 & 5-12.
- b. Keep track of the completion of these readings with the reading log that will be posted on Canvas at module 1 (a Word document).
- c. Track your reading completion for the required modules following the number scale on the reading log.

- d. Your completed reading will be due, posted on Canvas as a PDF, at the Week 12 module, by Sat. 3/30 (midnight CST).
- e. This is the reading log that will be available on Canvas (next page):

<i>OT2 Reading Log</i>	
Student Name:	
Raw score:	Final grade percentage:
/ 28 points	/ 25%
<p>For each week that reading is due, record a number between 0 and 4, according to this scale:</p> <p style="margin-left: 40px;">4 = 100% completed</p> <p style="margin-left: 40px;">3 = 75-99% completed</p> <p style="margin-left: 40px;">2 = 50-74 % completed</p> <p style="margin-left: 40px;">1 = less than 50% completed</p> <p style="margin-left: 40px;">0 = none of the readings completed</p> <p>NOTE: readings <i>cannot</i> be made up for credit (i.e., please don't go back and change your reading completion number after the due date for a given week).</p>	
Weeks:	Completion (0-4):
1	
2	
3	
4: Intensive Week	<i>No reading due</i>
5	
6	
7	
8	

COURSE SCHEDULE

Three Pre-Intensive Online Weekly Modules:

Week 1: Tues. 1/2 – Sat. 1/6

Topics:

Course Introduction, Orientation to OT Prophets/Prophecy, and 1-2 Kings

Watch by Sat. 1/6:

- a. “Introduction to the Course” video (the link is on Canvas, at the Week 1 Module)

Read by Sat. 1/6:

- a. Required: Smith, chs. 1-3; Matthews, “Defining and Describing the Prophet” (PDF on Canvas); Hamilton “1 Kings 1-11,” “1 Kings 12-2 Kings 25,” (PDFs on Canvas)
- b. Not required, value-added: biblical text of 1 and 2 Kings

Week 2: Sun. 1/7 – Sat. 1/13

Topics:

Interpreting the Prophets, Isaiah, and Hosea

Read by Sat. 1/13:

- a. Required: Smith, chs. 4-6; Chisholm, chapters on Isaiah and Hosea
- b. Not required, value-added: biblical text of Isaiah, Hosea

Write:

- a. Forum post #1, by Fri. 1/12 (midnight CST)
- b. Forum post #1 response, by Sat. 1/13 (midnight CST)

Week 3: Sun. 1/14 – Sat. 1/20

Topics:

Joel, Jonah, Micah, Nahum, and Obadiah

Read by Sat. 1/20:

- a. Required: Chisholm, chapters on Joel, Jonah, Micah, Nahum, and Obadiah
- b. Not required, value-added: biblical text of Amos, Joel, Jonah, Micah, Nahum, and Obadiah

Write:

- c. Forum post #2, by Fri. 1/19 (midnight CST)
- d. Forum post #2 response, by Sat. 1/20 (midnight CST)

One Intensive In-Person Week: Midwinter, Chicago

Week 4: Mon. 1/22 – Fri. 1/26

*Note: it is important to be actively present at each class session throughout this week.
Please plan your travel to/from Chicago accordingly.*

Monday 1/22:

9:00 – 9:50 am: Lecture 1: Course Overview
9:50 – 10:00 am: *Break*
10:00 – 10:50 am: Lecture 2: Orientation to OT Prophets & Prophecy
10:50 – 11:00 am: *Break*
11:00 am – 12:00 pm: Lecture 3: Introduction to 1 & 2 Kings

12:00 – 1:30 pm: *Lunch*
1:30 – 3:00 pm: Lecture 4: Deuteronomy & Prophecy
3:00 pm – 3:15 pm: *Break*
3:15 – 5:00 pm: Lecture 5: 1 Kings 1-11: United Monarchy & Solomon

Tuesday 1/23:

8:00 – 9:15 am: Lecture 6: 1 Kings 12-2 Kings 17: Divided Kingdom to the Fall of the North
9:30-11:30 am: *No class session: attend the ECC Presidential Update*

12:00 – 1:00 pm: *Lunch*
1:00 – 2:15 pm: Lecture 7: Biblical Eschatology & Isaiah, Part I
2:15 – 2:30 pm: *Break*
2:30 – 3:30 pm: Lecture 8: Isaiah, Part II
3:30 – 3:45 pm: *Break*
3:45 – 5:00 pm: Lecture 9: Hosea

Wednesday 1/24:

9:00 -10:30 am: Lecture 10: Amos
10:30 – 10:45 am: *Break*
10:45 am – 12:00 pm: Lecture 11: Joel

12:00 – 1:00 pm: *Lunch*
1:00 – 2:15 pm: Lecture 12: Jonah
2:15 – 2:30 pm: *Break*
2:30 – 3:30 pm: Lecture 13: 2 Kings 21-25: Fall of the South
3:30 – 3:45 pm: *Break*
3:45 – 5:00 pm: Lecture 14: Micah

Thursday 1/25:

9:00 -10:30 am: Lecture 15: Nahum & Obadiah
10:30 – 10:45 am: *Break*
10:45 am – 12:00 pm: Lecture 16: Habakkuk & Zephaniah

12:00 – 1:00 pm: *Lunch*
1:00 – 2:15 pm: Lecture 17: Jeremiah 1-29
2:15 – 2:30 pm: *Break*
2:30 – 3:30 pm: Lecture 18: Jeremiah 30-52

3:30 – 3:45 pm: *Break*
3:45 – 5:00 pm: Lecture 19: Ezekiel 1-32

Friday 1/26:

9:00 -10:30 am: Lecture 20: Ezekiel 33-48
10:30 – 10:45 am: *Break*
10:45 am – 12:00 pm: Lecture 21: Daniel 1-6

12:00 – 1:00 pm: *Lunch*
1:00 – 2:15 pm: Lecture 22: Daniel 7-12
2:15 – 2:30 pm: *Break*
2:30 – 3:30 pm: Lecture 23: Haggai & Zechariah
3:30 – 3:45 pm: *Break*
3:45 – 5:00 pm: Lecture 24: Malachi

Four Post-Intensive Online Weekly Modules

Week 5: Sun. 1/28 – Sat. 2/3

Topics:

Exam, Hababuk, and Zephaniah

Study guide posted on Canvas at the start of the course (Tue. 1/2)

Exam PDF posted on Canvas on Sun. 1/28. When ready to take the exam in one sitting (no time limit) and without helps, print the PDF, and take it “by hand” with a pen. Scan your completed exam as a single PDF.

Post by Sat. 2/3 (midnight CST):

- a. **Your completed exam, as a single PDF (at the Canvas Week 5 module)**

Read by Sat. 2/3:

- a. Required: Chisholm, chapters on Habakkuk and Zephaniah
- b. Not required, value-added: biblical text of Habakkuk and Zephaniah

Week 6: Sun. 2/4 – Sat. 2/10

Topics:

Jeremiah and Ezekiel

Read by Sat. 2/10:

- a. Required: Chisholm, chapters on Jeremiah and Ezekiel
- b. Not required, value-added: biblical text of Jeremiah and Ezekiel

Write:

- a. Forum post #3, by Fri. 2/9 (midnight CST)
- b. Forum post #3 response, by Sat. 2/10 (midnight CST)

Week 7: Sun. 2/11 – Sat. 2/17

Topics:

Daniel, Haggai, Zechariah, and Malachi

Read by Sat. 2/17:

- a. Required: Chisholm, “Daniel,”
- b. Not required, value-added: biblical text of Jonah & Micah

Write:

- a. Forum post #3, by Fri. 2/16 (midnight CST)
- b. Forum post #3 response, by Sat. 2/17 (midnight CST)

Week 8: Sun. 2/18 – Sat. 2/24

Topic: Exegetical Paper, Course Wrap-up

Write:

- a. Forum post #4, by Thr. 2/22 (midnight CST)
- b. Forum post #4, response, by Fri. 2/23 (midnight CST)

Post by Fri. 2/23 (midnight CST):

- a. **Your exegetical paper, as a single PDF (at the Week 8 Canvas module)**

COMPUTER AND TECHNICAL SKILLS REQUIREMENTS

To effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. The online Canvas Orientation Course should teach you the skills that you need to successfully complete this course.

PARTICIPANT RESPONSIBILITIES

1. Active/engaged attendance & presence (for the in-person week), and full participation (in the online modules) are required for this class. *You cannot successfully complete this course without completing the readings and assignments.*
2. Although I suggest that all issues, questions, and problems be dealt with online first through Canvas, you can feel free to call or e-mail me regarding these issues at any time.
3. Use proper “netiquette” (see *Netiquette Expectations and Academic Integrity* in the “Services and Policies” module at the top of the course site on Canvas).

COURSE FACILITATOR RESPONSIBILITIES

1. The course is designed so students can achieve the learning objectives.
2. The course facilitator will respond to all questions to clarify important ideas and concepts.
3. The course facilitator will provide updated information on relevant resources for the various topics of interest.
4. The course facilitator will read and critically assess students’ assignments and provide feedback weekly throughout the course.
5. The course facilitator will respond to all student e-mails within 1-2 days of receipt (M-F)

ACADEMIC HONESTY

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating will receive a failing grade on the assignment and are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.
5. Not accurately reporting the amount of reading completed.
6. *Use of ChatGPT or other AI composition software to impersonate individual assignments.*

For additional information, see the [Seminary Academic Catalog](#), pp. 25–27.

INCOMPLETE POLICY

If, due to extenuating circumstances (specifically: pregnancy, illness, personal and family issues, or military assignment), a student anticipates she will be unable to complete course work within the allotted time, that student must submit the request form for a grade of incomplete to the course instructor before the last week of class clearly stating the reason(s) for this request. *Overscheduling and/or lack of self-discipline are not considered extenuating circumstances.* If the request is timely and meets the criteria, the grade for that class will be listed as “I” until the last day of the following semester. If coursework is not submitted by the last day of the following semester the listing of “I” will automatically be changed to “F.”

ACCOMMODATIONS

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact their program’s office (773-244-5619) as soon as possible to ensure accommodations are implemented in a timely manner. For further information, see [Seminary Catalog](#), p. 17 and “[Disability Resources](#)” provided through North Park’s Office of Student Enrichment Services and Support.

TITLE IX

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Dean of Students (773-244-5565) or Director of Human Resources (773-244-5599) for information about campus resources and support services, including confidential counseling services. As a member of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns.

Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park’s [Safe Community site](#) for contact information and further details.