

[2020-2021]



Catalog & Student Handbook



West Saint Mark Bible College and Seminary

Accreditation Status

We feel that for us to fulfill the calling of God upon the Disciples of Christ to teach sound doctrine, and in order to keep the price of tuition as low as possible for our students preparing themselves for ministry, the pursuit of accreditation is not a worthy pursuit at this time. Degrees and courses offered at WSMBCS have been declared by the appropriate state authority exempt from the requirements for licensure, under provisions of North Carolina General Statutes Section (G.S.) 116-15(d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon assessment of program quality under established licensing standards.

If you must have an accredited degree, it is recommended that you refer to the databases of either or both the US Dept. of Education (USDE): <http://op.ed.gov/accreditation> and/or Council for Higher Education (CHEA): <http://chea.org/search>.

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Introduction

West Saint Mark Bible College and Seminary

General Information

Welcome to WSMBCS!

Thank you for considering West Saint Mark Bible College & Seminary, an institution dedicated to advancing Disciples of Christ and the Kingdom of Heaven in every dimension of life by equipping Church leaders teaching them to think theologically, engage globally and live biblically.

You don't need to be a seminary student to utilize the educational resources of our seminary.

WSMBCS has a multitude of resources for anyone desiring to learn more about becoming a Disciple of Christ. From conferences and fellowship events to free sermons, and online courses. We offer resources for everyone covering a wide variety of subjects.

History of the West Saint Mark Bible College and Seminary

Since its establishment as a free-standing institution in 2005, West Saint Mark Bible College and Seminary has adapted to meet the changing needs of both individual ministers, and congregations of Churches of Christ. Prior to being formally organized as a Bible College, as far back as 1962, a pioneer disciple named Ezekiel Peppers trained men around the kitchen table of his home. He took newly called ministers under his tutelage to teach them the Scripture, how to preach the gospel from the pulpit, and the importance of ministry to the needs of a community, all in the love of Jesus Christ. Many newly called ministers at the time could not afford the high cost of attending the well-established bible colleges and seminaries. Therefore, they sought Ezekiel for his keen God-Given insight into the meaning and application of the Word of God and life in Christ Jesus. These men would go on to become teachers, pastors, deacons, evangelist, missionaries, and bishops within the local and international Churches of Christ serving throughout the world.

In early 2010, the president and Board of Trustees of West Saint Mark Church (Disciples of Christ) Inc, realizing the need for ministers to receive formalized training at college and seminary levels, branch off its Education Department as West Saint Mark Bible College and Seminary in order to offer Associate, Bachelor, Masters, and Doctoral Degree Programs in Biblical Studies, Theology, and Ministry. The Word of God continues to be shared as it was so long ago by Ezekiel Peppers a true Disciple of Christ, indeed. It is in this same God ordained spirit and tradition that West Saint Mark Bible College and Seminary continues to prepare those called to oversee the “flock-of-God” in the Churches of Christ.

Statement of Institutional Philosophy

Educational Philosophy, Dr. Timothy Peppers

Because there is only one God and one Christ, there is only one Truth. This truth is the object of pursuit and criterion of a true education. One can hardly consider them self educated without the knowledge found only in the Bible. While the Bible is not used as the textbook in every subject, it is the foundational handbook for every course and the standard for teaching. As the foundational book, Scripture is the only infallible rule for faith and practice, for grammar and literature, for mathematics and science, for health and physical education, for geography and history, and for social studies and the arts. The fear of the Lord is the beginning of wisdom: and the knowledge of the holy is understanding (Proverbs 9:10). Truth the knowledge of God is essential to making Disciples of Christ-Christ the way, truth and life. Teachers must teach all subjects in the framework of biblical authority, of Truth. To accomplish this, we must have a methodology that guarantees biblical integrity. The proper method is to use the Bible in each course both directly and indirectly. Educators ensure truth and integrity when we derive our understanding of each topic from the actual statements of the Bible and apply Scripture appropriately in each subject and seek out the implications of biblical truth as the proper framework for understanding each subject.

The doctrinal principles found throughout the Bible must regulate the way we teach and learn. One important outcome of educating disciples is to reason biblically and to hear the voice of God. To foster Spirit lead growth, educational process must show how doctrinal truth is applied to life in the world yet not be of the world. Walking after Holy Ghost provides us a unified system of principles that guides the way we educate. It requires that every thought be made captive to the obedience of Jesus Christ (2 Corinthians 10:5).

ADMISSIONS POLICY

Admission to WSMBCS is granted to applicants without regard to race, color, national origin, sex, or denominational affiliation. Evidence of a personal relationship to Jesus Christ as Savior is expected, including a serious commitment to God's will.

Admission may be granted for degree, non-degree, or certification. Credit refers to courses taken in pursuit of a degree or diploma. Non-degree students may take classes on a non-credit basis for personal and spiritual benefit. All credit students must have successfully completed high school or the G.E.D. examination. Credit students must provide one copy of their high school and college transcripts to the Registrar's Office. Transcripts must be received by mail directly from the school. Mail to:

ATTN: Registrar
WSMBCS
8100 Rogers Road
Chapel Hill, NC 27516

Prior to the first day of class, every student must submit a completed formal application. Corresponding fees must also be paid-in-full. Registration in any given semester is contingent upon all prior financial obligations being paid.

CREDIT TRANSFERS

Students transferring credits from other institutions of higher learning may be given credit for courses with a grade of "C" or above. West Saint Mark Bible College and Seminary will accept applicable credits from other institutions of higher learning and may allow credit for CLEP

USAFI, and service school courses, provided such credits are completed with a grade average of “C” or above.

APPLICATIONS

Prospective students must first complete an application form and pay a non-refundable \$55 application fee. The application must be reviewed by the admissions office for completion and fees collected prior to student’s enrolling in courses.

Please check student applications for:

- ☐ Complete name
- ☐ Address
- ☐ Home and work number
- ☐ Emergency contact names and phone numbers
- ☐ High School diploma or GED, school name and address, year completed
- ☐ Prior degrees earned, school and year received
- ☐ Degree sought
- ☐ Is the student seeking licensing and ordination by WSM Church of Christ
- ☐ Whether a minister or non-minister
- ☐ Church membership
- ☐ Medical conditions
- ☐ Criminal convictions
- ☐ Signature

Student application will be maintained on file in the Admissions Office and a copy will be placed in the individual student’s folder.

Once a student’s application is processed, the student will be accepted for a probation period of one semester and may take no more than four courses. If the student’s grades and attendance are not satisfactory during their probation period, they will not be allowed to enroll the following semester without permission from the dean.

Course Load

Full time students will take a minimum of 12 semester credits and the usual is 15 credits. Exceeding 18 credits requires 3.0 GPA and special permission. Classroom instructions consist of 1:15 per class period for each semester credit. The length of each semester is 15 or 16 weeks.

Student Classifications

- **Freshman:** a student who has completed 0-31 credits and is working towards a degree.
- **Sophomore:** a student who has completed 32-62 credits and is working towards a degree.
- **Junior:** a student who has completed 63-94 credits and is working towards a degree.
- **Senior:** a student who has completed 95-126 credits and is working towards a degree.

Facilities Location & Transportation

West Saint Mark Bible College and Seminary is located at the intersection of Rogers Road and Rusch Drive.

Student Life

Cultural

Students will have the opportunity to travel to Panama, South America or West Africa. The West Saint Mark Bible College and Seminary has programs developed for the students to receive firsthand missionary and evangelical work.

Community Service Organizations

Students outreach groups will also have an opportunity to work in the local community to develop skills necessary for interacting with people they serve.

Chapel Services

Student led Chapel Services are mandatory for those seeking degrees in the ministry. Each student is expected to participate when called upon to serve during Chapel. Chapel will be held on the first and second sessions of the month or as scheduled by the administration.

Residence

West Saint Mark Bible College and Seminary does not provide campus dormitory rooms at this time. WSMBCS will assist any students with a place to stay. Classes are offered on weekends and online.

Counseling

Students enrolling at WSMBCS will be assigned a faculty advisor who will guide them throughout their enrollment and help them achieve their ministerial and educational goals, to reach their highest potential.

First-year students must schedule an appointment and meet with their faculty advisor a minimum of once-a-month during the semester, and all other students twice-a-semester to discuss the following topics:

- ☐ Grades
- ☐ Difficulty with course work
- ☐ Course load
- ☐ Attitude/behavior
- ☐ Motivation
- ☐ Special issues the student may need help with
- ☐ Absences
- ☐ Tutoring/mentoring
- ☐ Financial obligations
- ☐ School/Student expectations
- ☐ Calling or Career tracking

Faculty advisors must identify hours each week for student counseling, and post the time and location for conducting sessions where students can see it. Advisors should not be involved in any other activity, nor will they be given other duties during counseling sessions. This time is solely for student advisement.

Any questions that cannot be addressed by faculty members during an advisement session will be put in writing and submitted to the dean for disposition. At no time should faculty or students make assumptions and act upon them in regard to the curriculum, graduations, financial matters, school activities or issues that have an impact upon WSMBCS policies and procedures without consulting the Dean's Office.

General Regulations and Discipline

Returning student enrollment will be in accordance with the most current published schedule. Students must enroll or withdraw from school or courses within the times specified on the schedule. Failure to adhere to the schedule will have the following consequences:

- ❑ If you fail to enroll in school or for a course on-time, you must wait for the next enrollment period. WSMBCS does not offer late enrollment.
- ❑ If you fail to withdraw from a course or the school on-time you will not receive credit or refund.
- ❑ If you fail to complete and forward the proper documents and have them signed by your advisor, no action will be taken and you will forfeit all refunds and credits.
- ❑ If you fail to meet financial obligations you will be withdrawn immediately and billed. You will not be permitted to enroll again until all assessments are satisfied, neither will your grades and transcripts be released. If allowed to return, you will be on probation for two consecutive semesters.
- ❑ If you fail to meet the exam schedule, it will be the discretion of the instructor to offer you an opportunity to take the exam at a later date.
- ❑ If graduation applications, audits and fees are not paid on-time, you can not participate in the commencement ceremony.

Prior to enrolling in any courses, students must first meet with their advisor to either complete an initial evaluation or to update a previous evaluation of degree requirements.

Both the advisor and student will review courses to determine those completed satisfactorily, to reschedule an unsatisfactory performance, to submit transfer credits, and to select courses for the semester. Advisors will use the following items together to complete evaluations and course recommendations for the semester:

- ❑ the Evaluation Worksheet,
- ❑ Student Transcript,
- ❑ list of courses offered,
- ❑ and the Recommended Courses Table
- ❑ along with the student's selected track (Biblical Studies, Theology etc.)

Advisors and students must keep in mind that not all courses are offered each term. It is recommended that a sequence of courses be determined that take the least time to complete degree requirements be mapped out.

The Academic Dean must approve all transfer course work. Approved courses will be recorded on the Student Evaluation Worksheet, initialed by the advisor, and dated. Grades must be verified before updating records. A copy of the evaluation will be maintained by the student and the original will be placed in the individual student's file. Students may proceed with enrollment in only those courses identified and approved by their advisor. Academic Advisors must also approve any subsequent changes.

After advisement, students will go directly to Student Accounts and pay for their courses. Tuition and all other fees must be paid immediately and in-full as part of the enrollment process. Failure to pay tuition and fees terminates the enrollment process and students should not proceed with any course work, nor consider themselves a student at WSMBCS. Installments or payment arrangements are no longer accepted.

No matter how long a debt has been outstanding; students with outstanding financial obligations are barred until they pay the old debt. They are not permitted to enroll.

Instructors will issue and go over their course syllabus on the first day of class. Every effort to adhere to the syllabus will be made as the term unfolds. Course work and grading will be explained. Office hours will be posted for student redress. This time is not to be confused with student advisement time, but is a separate period designated for the course under consideration.

At the end of each semester, faculty advisors will audit student files for the following documentation:

- ❑ Enrollment application
- ❑ Each semester's course enrollment
- ❑ Each course grade
- ❑ Current Evaluation Sheet
- ❑ Counseling and advisement record

The Office of Student Accounts and the Office of the Registrar will conduct a joint thirty and sixty-day audit of students enrolled, monetary balances, course count, books, and other expenditures.

ATTENDANCE

Students will have their grades reduced by 2.5 points for every hour they do not attend class and reduced by .5 points for tardiness. Point reductions are non-negotiable. Instructors must take attendance before starting their classes to maintain accurate accountability.

Instructors: If the instructor is not available within thirty minutes of the scheduled class start time, and students have not been notified of any delays, students are released from class without penalty provided they sign-in. The class should designate a student to turn the roster into the office after everyone has signed it.

STANDARDS OF CONDUCT

As representatives of Jesus Christ, we are responsible for demonstrating a lifestyle in keeping with His character. Thus, students are expected to be of high moral character consistent with the standards set forth in Scripture. This includes abstaining from premarital and extra-marital sex, as well as homosexual conduct. It also includes abstinence from the use of illicit drugs and alcohol. Students failing to abide by this standard will be subject to discipline at the discretion of the school administration.

DRESS CODE (Applies to men and women)

Jeans, shorts, tank tops or bare feet are not permitted. Our attire must be conducive to profitable study and be glorifying to God. Questionable appearance not covered in the above dress code will be handled at the discretion of the staff and faculty but always with a spirit consistent with the Institute's Biblical philosophy pertaining to personal appearance.

SMOKING

Smoking is prohibited in all areas of the WSMBCS campus.

DISHONESTY

WSMBCS expects students to be honorable in every aspect of academic work. Dishonesty in assignments, examinations, written papers, or any other academic work is contrary to Biblical principles and is an affront to fellow students, faculty and staff.

A. Plagiarism

Plagiarism is the presentation of work from others as one's own ideas.
Examples are:

- (1) Borrowing statements from some source, such as a book, tape, or article, without acknowledging the source.

- (2) Submitting work done by another student, in part or whole, while claiming it as one's own work.
 - (3) Plagiarism, including knowingly aiding another in such dishonesty, will result in an academic penalty, including the possibility of failing the assignment or the entire course.
- B. Cheating on Examinations
Any student found guilty of dishonesty in preparing for and taking examinations will receive an "F" for the course and will be ineligible to enroll in any further courses at WSMBCS.

TAPING CLASSES

Audio tape recording is permissible. However, an instructor may refuse to allow audio taping of some or all sessions. Videotaping is not permitted (due to student and instructor distraction).

HEALTH POLICY

It is the policy of WSMBCS to adhere to health and safety guidelines set forth by the North Carolina Department of Health and Centers for Disease Control regarding communicable diseases. Any staff member, faculty or student who is aware that they have a communicable disease must report this to the school president, academic dean or registrar.

Any person diagnosed as having a communicable disease will be treated in accordance with guidelines set forth by City and State Health Departments. A recommendation whether an individual may attend classes at the Institute will be made with consideration given to other students' and faculty member's welfare.

RIGHTS TO PRIVACY

In order to protect the privacy of students and records and to remain in compliance with the Family Education Rights and Privacy Act of 1974, WSMBCS will not respond to or release any information relative to a student.

ADVERSE WEATHER AND EMERGENCIES

The safety of students and faculty takes priority over the published schedule. When inclement weather threatens safe travel, all classes will be canceled. When conditions persist such as snow, ice, heavy torrential rain, tornados, hurricanes etc, students should go to the school bulletin board online at, www.wsmbcs.org, where class cancellation notices will be posted. It is advised that students check for new bulletins twice daily during adverse weather and other emergencies. An alternate means to determine cancellations is by dialing (919-883-1146) and listening to the recorded messages. Please do not contact the homes of faculty and staff members without prior permission from them personally.

If a student or faculty member determines that the conditions in their geographic area are too dangerous for traveling, they should use their discretion in evaluating the risk, and if necessary, stay at home. However, it is the student's responsibility to make arrangements with their instructor for completing all missed work.

STUDENT GRIEVANCE

In the pursuit of his/her academic ends, a student should be free of unfair and improper action by any member of the academic community. A grievance may be initiated by a student when he/she believes that they have been subject to unjust action or denied their rights as stipulated in published college regulations, State laws or Federal laws. Such action may be instituted by a student

against a faculty/staff member or an administrator. When a student believes an injustice has been done may seek redress through the following policy and procedures.

In cases of student discrimination complaints, this policy shall be adjusted, as appropriate, to comply with the District's regulations regarding unlawful discrimination (AB803). Students may initiate a grievance for any of the following actions:

1. Grievances related to course grades: When grades are given for any course of instruction taught at WSMBCS, the grade given to each student shall be the grade determined by the instructor of the course; and the determination of the student's grade by the instructor in the absence of mistake, fraud, bad faith, or incompetency, shall be final.
2. Act of threat of intimidation or harassment.
3. Act or threat of physical aggression.
4. Violation of student rights as delineated in Board approved college policies for Student Personnel.

Procedures for Filing Grievances:

1. The student who believes an injustice has been done to him/her shall first attempt to resolve his/her grievance by consultation with the following persons in sequence:
 - a. Accused faculty/staff member(s) or administrator.
 - b. Department Chairperson of accused faculty member, or direct supervisor of accused staff member or direct supervisor of accused administrator as appropriate.
 - c. The Dean, Educational Programs for an academic or designee for non-academic grievance issues.
2. If the student still believes that the issue has not been resolved to his/her satisfaction, he/she should submit a signed statement specifying the time, place and nature of the grievance to the Executive Vice President, Educational Programs or designee.
3. The written request for grievance must be filed with the Executive Vice President, Educational Programs or designee within sixty (30) calendar days of the time the event occurred or the grievant first learned of the event. A grievance will not be heard if more than sixty (30) calendar days have elapsed in either case.
4. The Executive Vice President, Educational Programs or designee will determine on the basis of the request for grievance whether it states sufficient grounds for a hearing.
5. Within ten (10) working days of receiving the request, the Executive Vice President, Educational Programs or designee shall notify the student through consultation and/or in writing of the findings with the specific reasons for the decision. If the recommendation by the Executive Vice President, Educational Programs or designee is to initiate a formal hearing, within ten (10) working days of receiving the decision the student must notify the Executive Vice President, Educational Programs or designee that he/she is requesting a formal hearing.
 - a. From the time the student receives the Executive Vice President, Educational Programs' or designee's decision, any request for the hearing committee to make a determination must be in writing and delivered to the Executive Vice President, Educational Programs or designee. The notice must be hand- delivered by the student or designee or mailed and received by the Executive Vice President, Educational Programs or designee within ten (10) working days from the time the student receives the Executive Vice President, Educational Programs' or designee's decision.
 - b. A formal hearing, within ten (10) working days of receiving the decision the student

must meet with the Executive Vice President, Educational Programs or designee and mutually agree to a date for a formal hearing.

Grievance Hearing Procedures:

1. The Grievance Hearing Committee:
 - a. The panel shall be made up of the following:
 - b. Any students enrolled in 9 or more units.
 - c. Any tenured contract certificated faculty or regular classified personnel.
 - d. Any full-time, certificated and classified management personnel.
2. Right to Challenge Committee Membership - The hearing shall be convened by the Executive Vice President, Educational Programs or designee. The Executive Vice President, Educational Programs or designee shall introduce the members of the Committee. At such time, the accused and/or the student grievant shall exercise their rights to challenge the members of the Committee as set out below.

The student grievant and/or the accused may each challenge one member of the Grievance Hearing Committee as a matter of right. Any member of the Grievance Hearing Committee may be challenged for cause.

Grounds for cause shall be limited to any personal involvement in the situation giving rise to the grievance action, any statement made on the matters at issue, or any other act or statement indicating that the person could not act in a neutral manner. The validity of the challenges shall be determined by the Executive Vice President, Educational Programs or designee. The appropriate replacements shall be appointed from the appropriate group by the Executive Vice President, Educational Programs or designee. Any and all challenges must be made prior to evidence being heard.

3. Selection of Chairperson - Upon completion of the challenges, if any, the Committee shall receive copies of these procedures and meet alone to select a Chairperson. If the members cannot reach mutual agreement on a Chairperson, the Executive Vice President, Educational Programs or designee shall designate a member to serve as Chairperson.

The Chairperson shall preside over the hearing and make rulings as to its conduct. The Chairperson shall have the privilege of voting on all issues.

1. Oral evidence shall be taken only on oath or affirmation.
2. Each party shall have these rights: to call and examine witnesses, to introduce exhibits, to cross-examine opposing witnesses on any matter relevant to the issues even though the matter was not covered in the direct examination, to impeach any witness regardless of which party first called him or her to testify, and the rebut the evidence against him or her. If the accused does not testify in his or her own behalf, he or she may be called and examined as if under cross-examination.
3. The hearing need not be conducted according to technical rules related to evidence and witnesses, except as hereinafter provided. Any relevant evidence shall be admitted if it is the sort of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs, regardless of the existence of any common law or statutory rule which might make improper the admission of the evidence over objection in civil actions.

Hearsay evidence may be used for the purpose of supplementing or explaining the evidence but shall not be sufficient in itself to support a finding unless it would be admissible over objection in civil actions, or if it is a signed and dated written declaration of a witness who is shown to be unavailable. Irrelevant and unduly repetitious evidence shall be excluded.

Hearings shall be closed to the general public and confidential and all witnesses shall be excluded before and after testifying unless the accused, the student grievant, and the Committee agree to the contrary, except neither the student grievant nor the accused and their respective attorneys, if any, shall be excluded. Both the accused and the student grievant shall be entitled to call witnesses and to question witnesses presented by the other. Any member of the Committee may ask questions at any time upon recognition by the Chairperson. Either side may recall a witness, who again may be questioned by both parties and the Committee.

Conclusions: First, the student grievant and then the accused shall be afforded the opportunity to make or waive a closing argument. The Committee shall retire to deliberate with all of the members of the Committee present and may include the legal advisor to the committee when appropriate. The committee shall reach its decision based only upon the record of the hearing and shall not consider matters outside of that record. Within five (5) working days of the hearing, the Chairperson shall deliver to the Executive Vice President, Educational Programs or designee, the student grievant, and the accused, their written decision arrived at by a simple majority of the Committee. The Grievance Hearing Committee's notification of their decision to the student grievant and the accused will be by United States mail which shall include a declaration of mailing specifying the date of mailing such letter. The Grievant Hearing Committee is deemed to have mailed such letter on the date so declared.

The decision of the Grievance Hearing Committee is binding on all parties.

Financial Information

Advance Fee:

Application Fee	\$55.00
Tuition Fee	\$0.00

Semester/Session Fees:

Full-time Tuition (12 Credit hrs)	\$224.00 per course
Three-quarter Time (9 Credit hrs)	\$224.00 per course
Half-time Tuition (6 Credit hrs)	\$240.00 per course
Professional Development (Non-Degree)	\$175.00
Auditing	\$55.00

Special Fees:

Late Registration Fee	\$55.00
Change of Course Fee	\$0.00
Graduation Fee	\$200.00
Transcript Fee	\$10.00

Parking Lot Fee \$10.00

Summary: (approximate annual expenses)

Tuition \$951.00

Approximate Annual Total: (does not include special fees, books, or personal expenses)

\$1902.00

Special Notice:

- Cost subject to change.
- Transcripts issued only when student's account is in satisfactory condition.
- After the second week of semester, tuition will not be reduced even if the course load decreases.

Payment Methods:

Cash, Check, Credit Card (Visa, MasterCard, Discover, Debt Card) AMS, Scholarships

Payment Schedule: Payment of Tuitions and fees are due at Registration.

Student Loans

Student loans are not available at this time. When funds for loans become available, students will receive instructions on how to apply for assistance.

Accounts not paid in full by the end of the 8 weeks will be subject to a weekly late charge of 0.2% of outstanding balance.

ADDRESS CHANGE

It is extremely important to notify the Registrar's Office at 919-883-1146 or by email, wsm@wsmbcs.org of any changes to your address, phone number, or emergency contact information.

Students with outstanding account balances will not be allowed to re-enroll without approved arrangements. Grades, transcripts, and diplomas will not be released until the student's account is paid in full.

Grading

A	=Excellent	4 grade points
B	=Above average	3 grade points
C	=Average	2 grade points
D	=Below average	1 grade points
F	=Failure	0 grade points
I	=Incomplete	
W	=Withdrawn	
P	=Passing (not included in GPA)	
PE	=Passing excellent (not included in GPA)	
NP	=Not passing (not included in GPA)	
WP	=Withdrawn passing (not included in GPA)	
WF	=Withdrawn failing (not included in GPA)	

Grades awarded by an instructor should be considered final. However, if there are overbearing circumstances, students are encouraged to forward a written request for review to the Dean's Office. Every effort will be made to see that students are treated fairly.

Students receiving an "Incomplete Passing" grade will have one semester to complete the course; otherwise, the "Incomplete Passing" will become a failing grade of "F".

Failing to withdraw will result in an "F", therefore, students must notify their advisor and submit a withdrawal form to the Admissions Office. No refund will be remitted.

TRANSCRIPTS

Student Transcripts will only be released after a request is received in writing, even if it is for the student's personal use. An Official Student Transcript will be forwarded to school(s) indicated in a written request and for a fee of \$10.00 per copy. Upon graduation, students will receive one official copy at no cost.

STUDENT RECORDS

Student grades, individual files, receipts, and medical documents will be protected and securely stored at all times so that others cannot have access to them, nor read the content inadvertently.

At no time will a student be given his/her records. Student records are the property of WSMBCS, therefore copies of their content will not be made public or released for any reason without the written consent of the dean. Every effort will be made to insure student privacy and confidentiality.

PROFICIENCY EXAM

A student may request the opportunity to challenge any course that has a proficiency exam. Upon request, the student will be informed of the cost. Upon payment and successfully passing the exam, the student will receive credit for any course challenged.

WITHDRAWAL AND TERMINATION

All requests to withdraw from or terminate any WSMBCS Degree Program or courses must be submitted in writing by the student before action is taken. The letter must state the reason for the request. After review, the student will be informed of the disposition of the request. In the event of withdrawal or termination, any tuition refund due will be made in accordance with the terms of the Tuition Refund Policy outlined in the Tuition Section.

WSMBCS reserves the right to terminate a student from any program for any of the following reasons:

- Failure to demonstrate reasonable and successful progress toward learning goals established by the student and WSMBCS;
- Failure to submit work according to standards set for a particular course instructor
- Plagiarism of the work of others, or the falsification of records, transcripts or course work documents submitted for review or credit
- Making false statements
- Failure to maintain a tuition payment agreement.

LIFE EXPERIENCE

The Life Experience Program credits may be awarded for prior ministerial work. A portfolio and resume Must be submitted for evaluation.

INDEPENDENT STUDY

Each course offered by WSMBCS is measured in semester units of credit. Refer to the specific Degree Programs and Course Descriptions for the number of units of credit offered for each specific course (Grade point stated for letter grade is used to calculate the Grade Point Average).

When WSMBCS does not offer courses needed to complete specific Degree Program, or there is no Center in the student's geographic area (within a two hours drive), a student may apply to complete their program by Independent Study or online. Tuition cost will be determined by the number of units needed to complete the degree program they select. A student will be required to pay the prevailing unit cost for credits taken by Independent Study.

Graduation Requirements

Bachelor and Masters Candidates

All students who will complete degree requirements within one semester must complete and submit their application for graduation and have their financial and academic records audited the semester prior to the semester they expect to graduate. For example, if a student expects to complete degree requirements during the Spring Semester, they should submit an application and have their records audited during the Fall Semester. Doing so will give a student time to take a course that may have been overlooked.

The Final Assessment offers the Graduate Review Committee an opportunity to review and assess all course work requirements, and research project or thesis requirements, completed during the student's program. The Assessment is intended to determine that the student has completed all graduation requirements, and has demonstrated an adequate level of competence in the study program.

The Final Assessment is conducted as a faculty function and does not require student participation. Ultimately, a Final Assessment Report and transcript are prepared and placed in the student's file, which documents the rationale supporting the award of the degree.

Graduation Honors

Graduating students who have completed all course requirements from WSMBCS will be awarded honors based on the grade point average as follows:

3.90 – 4.00 Summa Cum Laude

3.75 – 3.89 Magna Cum Laude

3.50 – 3.74 Cum Laude

These honors will be published yearly in the graduation program.

WSMBCS Dean's List

Guidelines for Dean's List are as follows:

1. The student must be full-time student with a minimum of 12 credits or more of graded classes.
2. The student must have a semester GPA of 3.50 or higher.
3. The student must not have a grade below a "C" or a No Pass on their transcript for the semester being calculated.
- 4.

DOCTORAL DEGREE CANDIDATES

The Final Assessment of each doctoral degree candidate's records offers the Doctoral Review Committee an opportunity to review and assess the results of all completed course work assignments as well as the dissertation requirements of each candidate's program.

The Final Assessment is intended to determine whether the candidate demonstrated competence and contribution to doctoral research.

Upon acceptance of the committee of all work presented, the candidate will receive immediate acknowledgment of satisfaction of all graduation requirements. A formal Final Assessment Committee Report will be placed in the student's file. The degree and official transcript may be mailed to the graduate upon receipt of the degree from the engraver.

GRADUATION CEREMONY (see handout or bulletin)

LICENSURE AND ORDINATION

Students seeking license/ordination as Elders must submit a letter of recommendation from their church, forward their applications, and appear before the Board of Ministers of West Saint Mark Church of Christ Disciples of Christ.

Course Numbering

BOT-2100-3

Curriculum Category: Field of Study

BOT (Bible: Old Testament)

2100 (Level: 100= Freshman

200 = Sophomore

300 = Junior & Senior

500 = Master

600 = Doctor

Course Numbering and Course Descriptions

The course numbering system will indicate the division & general topic of each course and the level of the course. The three letters indicate the department and the area the course occupies in the curriculum. Courses numbered in the 100s are designed primarily for freshmen; those numbered in the 200s are designed for sophomores or above; those numbered in the 300s are designed for upperclassmen. The semesters in which the course is normally scheduled are indicated at the conclusion of the course description.

Old Testament

BOT 101 The Pentateuch (3 hours)

This course is designed to introduce the student to the first five books of the Old Testament. Emphases will be given to creation, the development of fundamental doctrinal themes, biographical studies, the Levitical system, the origins of the nation of Israel, and cultural-archaeological backgrounds. The Mosaic authorship of the Pentateuch will be an assumption.

BOT 202 Early Israelite History (3 hours)

This course surveys the major events of the Old Testament, focusing primarily on the historical books Joshua-Esther. Related geographical and archaeological material will be presented. Issues involving general introduction and critical studies will also be discussed. (Every fall)

BOT 520 Pentateuch (2 hours)

A study of the Pentateuch (Genesis-Deuteronomy), with special emphasis upon Genesis as the foundation for Biblical history and theology. An overview of the elements of the Mosaic legal system and their significance for New Testament application will be made.

BOT 321 The Kingdom Period (3 hours)

This course is an exegetical study of the conquest period of Hebrew history. The course will be concerned with the books of Joshua, Judges, Ruth, and I Samuel (through chapter seven).

BOT 522 I and II Kings (2 hours)

This course surveys the major events and personalities recorded in the books of I and II Kings. Attention is paid to chronological problems in connection with a general introduction to the books. Important theological themes will be treated. Connections with the prophetic books will be emphasized.

BOT 331 The Exile Period (3 hours)

A study of the Biblical books which cover the time of the exile, the return to Jerusalem, and the reconstruction of the city and the Temple. A survey of the Intertestamental Period will be made as time allows.

BOT 342 Wisdom Literature (3 hours)

A study of the characteristics of Hebrew poetry will be followed by an examination of poetic books of Job through the Song of Solomon, Lamentations, and a study of the individual Psalms that stress the major themes of the book. A devotional diary will be kept. Practical applications and values for preaching and teaching are stressed.

BOT 545 Psalms (2 hours)

A general introduction to the book of Psalms, followed by an in-depth study of individual Psalms that stress the major themes of each book. Student will be encouraged to write their own psalms.

BOT 546 Book of Job (2 hours)

A section-by-section study of the Book of Job with appropriate consideration of the introductory material. This study will bring the student knowledge of what mature faith looks like and a desire to produce that maturity in themselves and reproduce it in the church. A special emphasis will be on the problem of evil, the sovereignty of God, and theodicy.

BOT 547 Proverbs (2 hours)

A topical study covering the major themes in the book. Proverbs is a lecture discussion course emphasizing practical knowledge and communication of the book.

BOT 548 Ecclesiastes (3 hours)

An exegetical topical study of the King James Version of Ecclesiastes. A lecture discussion course with special emphasis on application of the truths to a contemporary audience.

BOT 361 Old Testament Prophets (3 hours)

A study of most of the outstanding prophets of the Old Testament. The backgrounds, the message or work, and the prophets themselves will be considered. Messianic content will be included.

BOT 565 Minor Prophets (3 hours)

A study will be made of most of the twelve minor prophets of the Old Testament. The background, ministry, and message of each of the prophets will be considered. Messianic content principles of interpretation will be emphasized.

BOT 566 Isaiah (5 hours)

An exegetical study of the eighth century prophet of Isaiah. Special emphasis will be given to introductory materials, Messianic texts, devotional material, and preaching values.

BOT 567 Jeremiah (2 hours)

One of the most tragic periods of Hebrew history will be studied through the life and message of Jeremiah of Anathoth. Practical points of contemporary value will be noted. (Even Spring)

BOT 568 Daniel (3 hours)

An exegetical study of the book of Daniel, with a thorough analysis of the background, message, and prophetic significance of the book. Emphasis will be given to prophecies of the Messiah and His kingdom. Controversies regarding higher critical views as well as different millennial positions will be addressed. (Even Fall)

BOT 569 Ezekiel (3 hours)

An exegetical study of the book of Ezekiel, analyzing the times in which the prophet ministered, the theological questions raised in the book, and the usage of the book for teaching and preaching. (Even Fall)

BOT 591 Messianic Prophecy (3 hours)

An exegesis of the Old Testament Messianic prophecies and the records of their fulfillment in the New Testament. Major themes covered include the Messianic kingdom, the restoration of Israel, and the person and work of the Messiah. (Odd Spring)

BOT 690 Readings in Old Testament Studies (1-4 hours)

Selected readings in Old Testament will be assigned by the instructor. A minimum of 1,000 pages of reading for each hour of credit, plus a final research paper or project are required. Prior permission of instructor and Vice-President of Academics is needed for enrollment. With approval, a readings course may substitute for a required course.

BOT 695 Old Testament Thesis If you choose the thesis route, you will be required to do about 120 - 140 pages 12 point font, one-and-a-half spacing. There is no coursework and no exam. All work is submitted and returned via email, except, of course, the final bound copy.

New Testament**BNT 111 New Testament Survey (3 hours)**

This course briefly studies the historical backgrounds (political, social, religious) of the intertestamental period; the Greek, Roman, and Jewish backgrounds of the New Testament world;

a limited introduction to New Testament chronology, geography, and biography; and a survey of each book of the New Testament, including a limited study of its authorship, date, outline, purpose, and main events connected with each book.

BNT 112 Acts of Apostles I and II Corinthians (3 hours)

A verse-by-verse study of Acts with an emphasis on the origin, growth, and government of the early church, the work of the Holy Spirit. An analytical study I and II Corinthians special care taken to apply the principles herein found to the problems that face the church.

BNT 201 Life of Christ I (3 hours)

A study of the Gospel accounts harmonized in chronological order from the beginning through the Great Invitation the last public ministry in Jerusalem, and the death, burial, resurrection and post resurrection appearances of Christ. The course attempts to give the student an understanding of the personality and teaching of Christ from a firsthand study of the Gospel narratives.

BNT 560 Parables of Jesus (3 hours)

An in depth study of the parables of Jesus is conducted. Emphasis is given to the cultural and literary context, with particular attention being given to the message and theme. (Even Spring)

BNT 270 The Gospels (3 hours)

A survey of the gospels to explore their diversity and harmony. This course will examine key characters, events, and themes, focusing on the message, method, and mission of Jesus Christ. It will include a study of the genre of gospel.

BNT 530 The Gospels (3 hours)

BNT 565 Life of Christ II (3 hours)

This course continues the study of the Gospels harmonized. It covers the period from midway in Jesus Galilean ministry through the later Judean ministry. Special emphasis will be given to the nature and demands of the Messianic kingdom and the growing opposition against Jesus.

BNT 511 Life and Message of Paul (3 hours)

An overview of Paul's life as revealed in Acts and his letters, plus a study of selected themes from his message.

BNT 522 Romans (3 hours)

An exposition is made of Paul's letter to the Romans, giving special attention to the doctrines introduced, with emphasis upon the doctrine of justification by faith, and upon the glorious benefits to the believer that result from God's method of saving men.

BNT 523 I and II Corinthians (3 hours)

An analytical study of these epistles is made with special care taken to apply the principles herein found to the problems that face the church in the 20th century.

BNT 525 Galatians (3 hours)

This exegetical, practical, and devotional study of Paul's letter will focus on the Christian's spiritual identity in Christ over and above any physical or social identification, paying special attention to the influence of first-century Judaism on the church.

BNT 326 Pauline Epistles (3 hours)

An exegetical study of the books of I and II Thessalonians and Galatians with emphasis upon the true nature of the Church message and hope.

BNT 530 Prison Epistles (3 hours)

Primarily a topical study is made of the Pauline letters to the Ephesians, the Philippians, the Colossians, and Philemon. Students will have an opportunity to study their own portion of the Scripture and present the results of their study to the entire class.

BNT 533 Ephesians (2 hours)

Primarily a verse-by-verse exegetical study is made of the Epistle. This course is will acquaint the student with the problems of higher criticism in connection with both the Prison Epistles in general and Ephesians in particular. Consideration is given to relevant problems of local churches in the 20th century in an effort to bring those churches into harmony with the doctrinal and practical portions of this Epistle whose theme is "The Church - the body of Christ."

BNT 536 Philippians (2 hours)

This is an exegetical study of the epistle. Special attention will be given to New Testament Christology in light of the Kenotic passage in Philippians.

BNT 537 Colossians and Philemon (2 hours)

A verse by verse exegetical study is made of the books of Colossians and Philemon. The inductive approach will be utilized. Biblical principles and practical applications will be given special attention as they relate to salvation and Christian service. Language students may translate and do special personal research under proper supervision.

BNT 545 I and II Thessalonians (3 hours)

This study gives an interesting view of an infant, indigenous congregation with its zeal and problems. Special focus will be given on the book's contribution to the New Testament teaching on prophecy.

BNT 546 Pastoral Epistles (3 hours)

A careful exegesis of the text follows a study of the authenticity and background of the Pastoral Epistles: I Timothy, II Timothy, and Titus. The course will emphasize church polity and the practical application of the ideas presented in the letters.

BNT 563 James and Jude (3 hours)

A practical, exegetical verse by verse study of James and Jude. Difficult verses and key passages will be carefully analyzed. Special attention also will be given to the relationship between faith and works.

BNT 571 I and II Peter (3 hours)

A verse by verse exegesis of these books will bring out the doctrinal and practical teachings for the church. This book of hope will prepare students for the trials that beset the church in every age.

BNT 573 I-III John (3 hours)

This is an exegetical study of John's epistles. Special attention will be paid to John's refutation of Gnostic philosophy, as well as to the relevance of his message to the modern Christian.

BNT 681 New Testament Prophecy (6 hours)

The first half of the study will include consideration of various millennial and dispensational schemes, and exegesis of certain key eschatological passages in the Old and New Testaments, along with introductory studies to the Book of Revelation. The second half of the course is a survey of the book of Revelation to ascertain its message to the church today, as well as its message to the church throughout the centuries. (Odd Fall)

BNT 682 World of the New Testament (6 hours)

Consideration is given to the historical background which formed the setting in which Christ lived and the church was established. Attention will be given to Greek cultural influences, Roman political power and Jewish religious institutions. Selected primary sources drawn from the Greek, Roman, and Jewish writings of the period will be read and discussed.

BNT 683 New Testament Criticism (6 hours)

A survey is made of the higher criticisms of the New Testament, with special emphasis on the Synoptic problem so that the student will be acquainted with the basic tenets of literary and form criticism. Special emphasis will be placed upon the origin of Paul's teachings so that the student will be aware of the conclusions of modern scholarship as to the sources of Christianity.

BNT 690 Readings in New Testament Studies (1-4 hours)

Selected readings in New Testament will be assigned by the instructor. A minimum of 1,000 pages of reading for each hour of credit, plus a final research paper or project are required for the course.

BOT 695 New Testament Thesis If you choose the thesis route, you will be required to do about 120 - 140 pages 12 point font, one-and-a-half spacing. There is no coursework and no exam. All work is submitted and returned via email, except, of course, the final bound copy.

Theology**BTH 102 Spiritual Foundation (1 hour)**

The nature & process of spiritual formation is examined from a Biblical perspective. Special attention is given to building accountable relationships with God & others, developing one's spiritual disciplines, & pursuing a well-balanced life. This course equips the student to assimilate the truths of Scripture into his/her personal life. (Every semester)

BTH 121 Understanding the Bible (3 hours)

This course is designed to teach the basics of biblical apologetics, interpretation, and doctrine. Among other things, the student will be exposed to the importance of the resurrection in apologetics, the necessity of proper application in interpretation, and the core truths of the Christian faith in biblical doctrine. The purpose of the course is to help the student to better understand, accept, and communicate to others God's revelation found in Scripture.

BTH 210 Biblical Theology (3 hours)

This is a survey course which is designed to acquaint the student with the terminology, methodology, and basic doctrines of Biblical theology. Special attention will be given to the person and work of Christ, and to man's redemption from sin.

BTH 301 Orientation to Biblical Research (3 hours)

Through guided projects and selective readings, the student will find and narrow a topic, research and write an annotated bibliography, produce a concise thesis statement for the major paper, and finalize a thesis outline. This course thus prepares the student to begin the actual writing of the major biblical research project. The student will also learn additional hermeneutical principles which will assist in the accurate understanding of the Scriptures as well in as their legitimate application to contemporary life.

BTH 332 Evidences of Creation (2 hours)

An overview of the scientific evidence for the Biblical teaching on Creation. The importance of this topic will be stressed in light of its implications for all Biblical theology.

A distinctively Christian world view will be set in strong contrast to the secular humanism and evolutionary paradigms that often influence scientific thought in our present culture. (Odd Spring)

BTH 542 Philosophy of Religion (3 hours)

Students will be introduced to topics such as: proofs of God's existence, the problem of evil, and the question of miracles. The evidence substantiating the truth of Christianity is reviewed. Consideration is given to evidences supporting the historical reliability of the documents of scripture. Supernatural evidences establishing the deity of Christ such as fulfilled prophecy, miracles, and especially the resurrection are investigated. The inspiration, infallibility, and inerrancy of the Bible are defended on the basis of the authority of Christ.

BTH 375 Senior Council Bible Seminar (1 hour)

This course provides the student an opportunity to assess and describe personal shortcomings, successes, and strategies in relationship to the educational goals of the College.

BTH 690 Readings in Theology (1-4 hours)

Selected readings in Theology will be assigned by the instructor. A minimum of 1,000 pages of reading for each hour of credit, plus a final research paper or project are required for the course.

BTH 695 Theology Thesis If you choose the thesis route, you will be required to do about 120 - 140 pages 12 point font, one-and-a-half spacing. There is no coursework and no exam. All work is submitted and returned via email, except, of course, the final bound copy.

Practical Church Ministry**PCM 650 Congregational Ministries (3 hours)**

This course provides an overview of the various avenues in ministry available to servants of Christ. Emphasis is placed on personal spiritual development, the nature and work of the preaching ministry, interpersonal relationships, leadership principles, and philosophy of ministries.

PCM 221 Personal Evangelism (3 hours)

A practical course in sharing the gospel with the unsaved. The student will study the Biblical mandate for evangelism and be challenged to practical application.

PCM 275 Ministry Leadership Practicum (3 hours)

This is a practical course which examines principles, methods, & applications of camp planning. A broad range of camping experiences will be explored, which include Christian Service Camp & retreats. Interested students may be considered for membership in camp teams which will represent CCCB in the summers.

PCM 501 Field Ministry (2 hour)

A course in which students are prepared to find ministries. Students complete a resume, philosophy of ministry, and report on readings. They also interview with the professor to determine a beneficial field experience.

PCM 502 Ministry Field Experience (15 hours)

This is a directed field work project for Masters students who are pursuing a degree with a ministry emphasis. This may be taken as a two-semester internship. Prerequisite: PCM 501 Field Ministry.

PCM 311 Theology of Worship (3 hours)

An evaluation of the church's privilege of worship done by examining the biblical roots, the historical development and the theological meaning of worship. Applications of old practices to modern worship will also be suggested. Individual worship and corporate worship will be discussed in detail.

PCM 421 Church Leadership and Administration (4 hours)

An examination of efficient administrative and organizational procedures in the local church. Consideration will be given to programming, committees, delegation of responsibilities, relationships between the leaders within the congregation, and coordination of the entire program. (Even Spring)

PCM 526 Ministry to the Elderly (12 hours)

This course is designed to provide the student insight into the physical, mental, emotional, spiritual and social processes of aging in America. Special emphasis will be given to ministering to those who are aging and the re motivation of the aging to an active life. This may be taken as a two semester internship. Prerequisite: PCM 501 Field Ministry.

Trustee Programs (hours)

This course introduces students to a variety of programs that can be used by church leaders to raise funds for special building projects. Students will examine strengths and weaknesses of using consultants, campaigns, and debt within the church's program. Additionally, students will learn how to involve local church members in the work of growing the church's financial and physical resources. (Occasional)

PCM 580 Campus Ministry (12 hours)

This course provides students with basic information regarding the history and structure of campus ministry equipping them to minister on a university campus through the local church or an established campus ministry. This may be taken as a two semester internship. Prerequisite: PCM 501 Field Ministry.

PCM 400 Independent Studies in Ministries (1-4 hours)

This course is an opportunity for students to conduct independent research under the supervision of a faculty member. A minimum of 45 hours of research for each hour of credit, plus a final paper or project are required for the course.

PCM 105 Ministry Conference (1 hour per)

Attendance at an approved conference focused on a specific ministry topic, combined with a debriefing paper by the student. Students will receive one credit for each session of the Conferences held by the Goldsboro Raleigh District Assembly, Churches of Christ International. Students must attend all sessions and prepare reports of the same.

Missions (Trans-Cultural Ministry)

PCM 350 Multi-Cultural Ministry (3 hours)

This course will help the student understand the issues concerning ministry to people of other cultures, either at home or abroad. Students will develop a Biblical cultural approach to ministry that will establish effective skills in reaching across cultures to win others to Christ. Special attention will also be given to the role of the church in ministering to those of other cultures.

PCM 450 Missions

This is a study of the theological foundations of mission. It examines both the Old and New Testaments, including Israel's responsibility to the nations, the mandates of Jesus Christ, and Pauline missiology. The course also considers the contemporary issues of ecumenism, syncretism, and universalism, as well as the emerging theologies of indigenous churches in diverse cultures.

Preaching Ministry

PCM 260 Art of Preaching (2 hours)

An intermediate level course designed to focus on the total preaching event. Attention will be paid to preaching styles, methods, and resources. The preparation of both the mind and the heart of the preacher will be stressed. Sermon preparation, delivery, and evaluation will be part of this course.

PCM 362 Expository Preaching (2 hours)

This is a study of the value and technique of expository preaching. Expository sermons will be developed and preached in class.

PCM 364 Preaching Methods (2 hours)

This course is designed to assist the minister in his sermon delivery. Special attention will be given to such matters as dialogue preaching and the use of media in preaching. Actual sermon delivery will take the major portion of the class time.

PCM 565 Preaching Seminar (12 hours)

An advanced preaching course in which special topics of importance are addressed. Assignments are geared to individual needs and interests. Student must prepare a series of their sermons recorded on video tape, CDs, or DVDs as preached before a congregation along with each sermon outline and the full text. This may be taken as a two semester internship. Prerequisite: PCM 501 Field Ministry.

PCM 366 Homiletics (3 hours)

This course is designed to assist the minister in the research and preparation of his message. Various techniques such as how to plan, self and congregational evaluation, sermon design and others will be studied to begin the course.

PCM 368 Preaching Workshop (2 CEUs)

This course integrates conference or workshop opportunities with guided project assignments. (Occasional)

PCM 370 Hermeneutics (3 hours)

This course will provide classic interpretive principles that bible students can apply to the Old and New testaments interpretations. Hermeneutics, is a method of textual analysis, to uncover a writers meaning. Hermeneutics is an artful form of understanding and a process of exposing hidden meanings.

Instructional Education

IED 221 Techniques of Teaching (3 hours)

A content and skills course that covers the basic principles and philosophy of Christian education. The course includes lesson plans and methods of teaching. (Every Spring)

IED 311 Adult Education (3 hours)

A course that examines the nature of adults at each stage of growth and suggests ways of helping them learn at each stage. A lecture discussion course that will introduce the problems and needs of adults and how to minister to those needs.

IED 490 Teaching the Lesson (4 hours)

This is a course designed to let the student apply principles of teaching to an actual practice situation. Students participate in group planning and preparation of lessons, quarterly planning, and actual, practice teaching. A minimum of four students must be enrolled for the class to be offered. One full semester of teaching is required

Biblical Counseling

BCM 331 Ministerial Counseling (3 hours)

This course is designed to aid the minister in the counseling opportunities most frequently encountered by ministers, such as grief, pre-marital, marriage crisis intervention, child abuse, and financial management.

BCM 333 Marriage Counseling (2 hours)

This course is designed to aid the student in his understanding of the Biblical basis for marriage, roles in marriage, problems that arise in marriage, and methods in dealing with these problems.

Prerequisite:

BCM 240 Marriage and Family (2 hours)

This course will give attention to the Biblical foundation for marriage and to practical elements necessary for successful family living. Topics such as communication, money management, marriage roles, sex, children, in laws, etc. will be covered.

Computer Science

GCS 111 Computer Applications (3 hour)

This hands-on course introduces students to the basic computer skills needed in the current academic environment: word processing, presentations, desktop publishing, e-mail, Internet browsing, and web publishing.

Church History

GHS 212 Restoration History (3 hours)

The principles and personalities of the Restoration Movement are presented in class lectures and student research. The historical documents, doctrines, messages, and methods of the great men of this movement to restore the New Testament church will be examined and explained.

GHS 342 History of Christianity (3 hours)

This course will study the history and development of the church from its inception to the 20th century. Special emphasis will be given to those movements and ideas which have led to the rise of the major denominations.

General Communications**GCA 101 Basic Writing Skills (2 hours)**

This course helps students master basics of sentence and paragraph production, usage skills, and grammar concepts.

GCA 131 Oral Communication (3 hours)

Oral communication introduces the art of public speaking with an emphasis on preparation and delivery of a variety of speeches. It provides instruction and practice in the selection, organization, and presentation of speech materials and the opportunity to develop social poise and self-confidence. (Every semester)

GCA 151 English Composition (3 hours)

Students practice the process of writing expository essays. They improve their grammar, punctuation, diction, manuscript mechanics, sentence sense, paragraph composition, revising, editing, and proofreading skills. Students submit short essays employing various rhetorical styles (such as comparison/contrast, process analysis, division/classification, cause/effect, and definition). They also submit a short research paper.

GCA 251 Research and Writing (3 hours)

This course provides an overview of basic techniques students need to write effectively during and after a college education. The process of writing, from rewriting and planning, to research and organization, to format and revision, will be explored and practiced in detail. Students learn to take a position on a topic, support it with evidence, and address opposing points of view.

DEGREE PROGRAMS OFFERED**Departments and Courses****Bible (B)****Old Testament Studies (OT)**

- The Pentateuch
- The Kingdom Period
- Early Israelite History
- The Exile Period
- Major/Minor Prophets
- Wisdom Literature

New Testament Studies (NT)

- The Gospels
- Acts- II Corinthians
- Galatians
- Titus-Revelations

Theology (TH)

Theology
Apologetics
Prophecy
Hermeneutics
Church of Christ Doctrine

Practical Church Ministry (PCM)

Missiology
Personal Evangelism
Leadership and Administration
Multicultural
Preaching
Homiletics
Expository Preaching
Ministerial Ethics

Biblical Counseling (BCM)

Biblical Counseling
Marriage Counseling
Family Counseling

General History (GHS)

The Restoration Movement
History of the Christian Church

General Communications (GCM)

English Composition
Advanced English
Methods of Research
Public Speaking

Instructional Education (IED)

Techniques of Teaching
Adult Education
Teaching the Lesson
Workshop Design

Electives

Biblical Geography
Church Administration
Biblical Hebrew
Biblical Greek
Spanish I & II
Computer Applications

Thesis/Dissertations Research Writing**Practicum/Field**

Chapel
Field Projects

Credit Hour Requirements

ASSOCIATE PROGRAM BACHELOR PROGRAMS MASTER PROGRAMS

Department	Associate	Bachelor B S	Bachelor TH	Masters
OT Studies (BOT)	15	30	30	12
NT Studies (BNT)	15	30	30	12
Theology (BTH)	6	6	15	3
Ministry (PCM)	3	6	3	3
Preaching (PCM)	6	6	3	0
Counseling (BCM)	3	6	3	0
History (GHS)	3	3	3	0
Communications (GCM)	6	6	6	3
Electives	3	9	9	0
Practicum/Field		18	18	12
TOTAL Credit Hours	60	120	120	45

ASSOCIATE PROGRAM

Program Prerequisite: High School Graduate

Description: The Associates Degree Program is a two-year program consisting of the 30 bible course credits, plus 27 other credits, and 3 elective credits. Up to 15 credits may be assessed for life experience. Only 12 transfer credits from another school are accepted provided requirements of course description, course level, course outcomes, and a grade of [C] or above are met. Fees for 60 credits will be assessed

Biblical Studies help students develop a fundamental competency in biblical history, literature, interpretive methods, preaching, counseling, and theology through contemporary critical methodology. Students gain an understanding of other cultures and world religions from historical, traditional, and contemporary expressions. Upon completion of the program students are prepared to enter into ministry or continue to the bachelor level.

BACHELOR PROGRAMS

Program Prerequisite: High School Graduate

Description: Bachelor Degree Programs are three-year programs consisting of the 60 bible course credits, plus 27 other credits, 9 elective credits, and 18 credits earned through practicum/field assignments. Up to 15 credits may be assessed for life experience. Only 12 transfer credits from another school are accepted provided requirements of course description, course level, course outcomes, and a grade of [C] or above are met. Ministerial students can receive 15 New Testament credits and 15 Old Testament credits if their Senior Pastor involves them in ministry of the local church throughout the period of attendance. Pastors will have to sign a memorandum agreeing to supervise the student. Fees for all 120 credits will be assessed.

- Bachelor of Biblical Studies
- Bachelor of Divinity
- Bachelor of Theology

These Bachelor Degree Programs seek to provide students with the skills needed for biblical exegesis in order to teach and preach the Word of God, and to prepare them to pursue seminary studies. Undergraduate studies build a solid foundation of scripture and theology, while also challenging students to develop their love for God, the Word, and his people. These programs strive to deepen the students' commitment to understand the mandate of the church for evangelism and discipleship to the lost. Graduates should be capable of applying scripture to this task. On a practical level the program teaches skills in communicating the Word of God (e.g. preaching and teaching) and provides adequate preparation to continue with seminary studies.

MASTER PROGRAMS

Program Prerequisite: High School Graduate Undergraduate Degree

Description: The Masters Degree Programs can be completed in two-years. Programs consist of 24 bible course credits, plus 6 other credits, and 12 credits by written thesis. Bible course credits may be assessed for life experience. No transfer credits from other schools are allowed. Students may elect to submit three mini thesis instead of coursework. Fees for 45 credits will be assessed.

- Master of Divinity
- Master of Religious Education
- Master of Theology

The Masters are professional-level degrees designed to prepare students for work in biblical studies with a practitioner's approach to Biblical studies this program provides a foundation for students to pursue more advanced studies and degree programs such as the Master of Divinity (M.Div.) followed by the Doctor of Ministry (D.Min.) .The M.A. program is open to applicants who hold the B.A. or B.S. degree. The major for this program is Biblical Studies. A student may acquire an area of concentration by earning 12 semester hours of non-required courses in Old Testament Studies, New Testament Studies, Professional Studies, Theological and Historical Studies, Missions Studies, or Counseling Studies.

DOCTORAL PROGRAMS

Program Prerequisite:

Description: The Doctor of Ministry (D.Min.) is the highest professional degree for those already successfully engaged in ministry. This program enables leaders in ministry to increase their effectiveness in the church, parachurch organization, or mission in which they minister. Graduates of this program will have improved their skills and understandings in a specialized area of ministry to such an extent that they can impact their congregation or community more powerfully for God.

- Doctor of Religious Education
- Doctor of Philosophy Religious Studies
- Doctor of Theology

Administration

Dr. Timothy Peppers, President

Timothy Peppers Jr., Vice President

Bachelor of Biblical Counseling

Master of Science in Religious Education

Dean (TBD)

Executive Business Administrator (TBD)

Finance Officer (TBD)

Registrar: Trudy Webb,

Technologist

Librarian

Director of Alumni Affairs (TBD)

Faculty

Instructor (TBD)

Instructor (TBD)

Instructor (TBD)

Instructor (TBD)

Instructor (TBD)

Instructor (TBD)

WSMBCS STUDENT WRITING GUIDE

The following is a guide to the minimum standards expected of ALL Higher Education written work submitted to WSMBCS for assessment. Students should be aware that markers will fail assignments that do not meet these requirements.

In order to gain a PASS grade or above, written assignments submitted to WSMBCS for assessment must AT LEAST:

Be presented as formal assignments

Rough notes, draft copies and unfinished work are always unacceptable and will result in automatic failure. A cover page is mandatory.

Be written in formal English

Essays MUST use grammatically and syntactically correct sentences, and all conventions of the English language (e.g. correct spelling, correct and consistent use capitals, full stops, commas, inverted commas, question marks, quotation marks, etc.) must be followed consistently. Isolated errors will not usually result in failure. Consistent errors will result in failure.

Be arranged in coherent paragraphs

Essays must not, for example, be arranged in one block or in single sentences. Bullet points are unacceptable in any assignment, including field assignments. However, proper (i.e., consistent and careful) use of numbering or lettering within, or between paragraphs, is acceptable.

Begin with an introduction and finish with a conclusion

Introductions should describe how the student plans to answer the question. Conclusions should ONLY include issues dealt with in the main body of the essay.

Be free from slang, colloquialisms, and conversational language

- Isolated examples of slang, colloquialisms or conversational language will not usually result in failure. Consistent use of slang and colloquialisms will result in failure.
- A very short list of some slang words (and some suggested formal alternatives in brackets) include:
 - “Cool” (“popular”), “crappy” (“poor quality”), “I reckon” (“It is my opinion that...”), “hang around” (“wait”), “boss” (“employer”), etc.
 - “Well, the best way to...”
Using "well" to begin a sentence is colloquial (and redundant). Simply start the sentence with “The. ”. Instead of using “best” use, for example, “most appropriate”, or “most widely accepted”.

- “The methodology used to reach this conclusion is really bad.”
Neither “really” nor “bad” are properly defined. Instead of “really bad” use, for example, “highly inappropriate”, or “obviously unjustified”.
 - ‘You will agree that...’
Never address the reader directly in an essay, and never speculate about the reader’s beliefs or opinion(s). Instead say, for example, “There is strong evidence that...” or “This conclusion seems inevitable”.
 - Avoid use of the first person (e.g., ‘I’, ‘we’)
- Academic essays should generally be written in the third-person. Use of the first-person MAY be justified in some circumstance e.g., where the question/topic asks for personal responses to, or reflections on, certain issues or material. If in doubt, the third-person should always be used.

Use gender inclusive language

Students are required to use gender inclusive language in all academic papers and verbal presentations. This is recognized practice across tertiary education. It also reflects the inclusive nature of the gospel (Galatians 3:28) and is good practice and preparation for ministry and worship leading.

Address the question or topic

Assignments not addressing the questions/topic WILL be failed regardless of the overall quality of the essay.

Address the question or topic in the manner specified

Where the assignment question/topic clearly specifies a particular manner of addressing the topic, assignments not addressing the topic in that manner may be failed EVEN IF the overall question/topic is addressed in other ways.

Be characterized by tertiary level thought and/or depth of analysis

Assignments should evidence a level of clarity, logicity, and persuasiveness consistent with tertiary (Higher Education) studies. Assignments that could have been written by a reasonably intelligent and reasonably well informed high-school student have not reached the minimum criterion for this standard.

Support key statements with evidence

‘Evidence’ includes citations of written academic work (e.g., books, journals, reputable and verifiable internet resources) and direct evidence gathered by students (e.g., through an interview or survey), but DOES NOT include anecdotal evidence or ‘motherhood’ statements such as “everybody knows that...”

Interact with a range of sources

Generally, students are expected to cite a range of resources (books, journal articles etc.) appropriate to the task given. It is important to note that is not sufficient to simply quote/reference such authors. Students are expected to critique the arguments of various authors, and to assess whether the contributions of other authors are valuable, insightful, applicable, etc. A balanced essay will include views/sources with which the student disagrees.

Important Note: Depending on the nature of the specific question, field assignments do not necessarily require formal citations of the work of other writers. However, as with any assignment, if you do use the ideas or words of another person in a field assignment, you **MUST** quote and reference these ideas or words appropriately or be guilty of plagiarism (see below).

Be free from plagiarism

Examples of plagiarism will result in automatic failure. Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word-for-word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. See Student Handbook 9.7.2 for further information.

Use Turabian or other acceptable referencing system correctly

Refer to the Turabian referencing system or see the Referencing Fact Sheet.

As long as these are used clearly, consistently, appropriately and accurately it is ACCEPTABLE but not mandatory to:

- ☐ Use headings and subheadings.
- ☐ Use numbering and lettering.
- ☐ Use footnotes.
- ☐ Include a table of contents or other tables, figures, diagrams, and/or appendices.

WSMBCS Assessment Cover Sheet

All formal assessments are to include the WSMBCS Assessment Cover sheet that can be found on the front page of any of your units on Moodle.

Submit in the correct file type

All assignments must be submitted electronically in either Word “.doc or .docx” format. If you are using a Mac please convert your .pages file to a .docx file before submission.

WSMBCS Reference Guide

This Referencing Guide outlines WSMBCS' preferred method of referencing. While it is not mandatory that students follow this method, it is imperative that whatever method is chosen (e.g. Harvard Style) is followed consistently and accurately throughout the students work.

Foundational to academic writing is the adherence to a specific system of referencing according to the area of study one undertakes. The preferred method of referencing at WSMBCS is the Numeric- footnote system (***also known as Bibliography Style***). This style presents bibliographic citations information in footnotes through the body of the work with a Bibliography at the end.

Based on the work of Kate Turabian, this system has become the “gold standard” for referencing in the theology and biblical studies fields and we encourage all our students to become familiar with it and adopt it as their standard referencing system.

While this, or any referencing system, can be daunting to a new student, it is important to embrace the discipline of using it. ***This fact sheet is a summary of the key aspects of this system and will be a constant tool for you to use as you write.***

For those students who are undertaking higher levels of research, we recommend you purchase the complete guide (Kate L. Turabian's *Manual for Writers of Research Papers, Theses, and Dissertations* (Chicago: University of Chicago Press, 2013)) as a valuable source of assistance not only in referencing but writing as well.

How to use Footnotes and Bibliography

Footnotes

A footnote is a superscript number like this¹ that is used to notify the reader there is more information in the footnotes (or endnotes). There will then be a corresponding number below the body of the text on the page a footnote has been used, which you will tell your reader where your information came from (i.e. the source you have cited). ***Please see the Sample Essay with Footnotes and Bibliography.***

A footnote (or citation) can be inserted automatically in the majority of software programs (e.g. Microsoft Word) students use to write assignments. For directions on how to use this on your software use the Help function.

The following is a summary of the way you are to cite your sources in the Footnotes for the following instances;

- The first time a source is cited
- When you cite the same source immediately after the previous use
- You cite a source you have previously used.

The first time a source is cited.

This full version of the footnote is used the first time the source is cited and requires;

Authors First name & Surname, italicized full book title (Place of Publication: Publisher, date of Publication), page referred to.

For example:

1. Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (Boston: Little, Brown, 2000), 64–65.

You cite the same source immediately after the previous use

If your next footnote cites the same source that you have just used, you do not need to repeat the bibliographic information as it is acceptable to use *Ibid* which is from the Latin *ibidem*, meaning "in the same place". By using *Ibid* and the page number, you are indicating that you are continuing to use the same source as previously mentioned. If the same page number of the same source is used, then the page number of the second reference may be omitted (example 3). ***Please note: ibid citation links to the citation that immediately precedes it.***

2. Ibid., 75.
3. Ibid.

You cite a source previously used

If you cite a source you have already used (but you have cited other sources since its previous use) then you can reference your source in the following short hand manner. Please note the difference between this and the use of *ibid*. The format used for this short title is;

Author Surname, italicized short version of book

title, page number. For example:

4. Gladwell, *Tipping Point*, 71.

Bibliography

After citing your source in your essay, it is important that you include the source in your Bibliography at the end of your work. Your Bibliography should be the complete list of all source material you have used to write your essay. If you are familiar with Microsoft Word, you can use its in-built Bibliography / Citation system or use programs such as Endnote. Please see other Fact Sheets about both of these systems.

You are to cite sources in your Bibliography slightly differently to the way in which you do in your Footnotes. The general format:

Author Surname, Author First name. *Italicized full book title*. Place of Publication: Publisher, Date of Publication.

For example;

Bibliography:

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*. Boston: Little, Brown, 2000.

Compare this to the way Footnotes are written.

Footnote:

Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (Boston: Little, Brown, 2000), 64–65.

Please note the small but significant difference between the two, particularly the way the Author and the Publishers are referenced.

How to cite the Bible

(Information taken from *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed., 2013, sections 17.5.2, 19.5.2, and 24.6.1-4.)

When you refer to whole chapters/whole books of the Bible or Apocrypha in the text of your paper, spell out the names of the books; do not italicize or underline them.

Example: 2 Samuel 12 records the prophet Nathan's confrontation of King David.

Example: The identity of the author of the book of Hebrews is not certain.

Do I need to put the Bible in my Bibliography/Reference List?

No, you do not need to include the Bible in your bibliography/reference list.

When you are citing a particular passage of Scripture, include the abbreviated name of the book, the chapter number, and the verse number—never a page number. Chapter and verse are separated by a colon.

Example: 1 Cor. 13:4, 15:12-19

Example: Gn 1:1-2, 2:1-3; Jn 1:1-14

Note that Turabian includes two lists of abbreviations for books of the Bible: a traditional abbreviation list and a shorter abbreviation list. The list of abbreviations are provided at the end of this fact sheet. You may use either list, but be consistent throughout your paper.

Include the name of the version you are citing. You may either spell out the name of the version, at least in the first reference, or you may use abbreviations without preceding or internal punctuation. After the first citation you need to indicate the version only if you quote from another version.

Examples of intext parenthetical citation:	Examples of footnote or endnote:
(Gen. 12:1-3 [RSV]) – First use	1. Ps. 139:13-16 (NAB)
(Jn 3:16-17) – subsequent use where the version has not changed	2. Eph 6:10-17

The abbreviation for some common standard Bible Versions are as follows.

New International Version
English Standard Version
New English Translation
Amplified Bible
King James Version
New King James Version
Message
New Living Translation
Good News Bible

NIV Today's New International Version TNIV New American Standard
ESV
NET
AMP
KJV
NKJV
MSG
NLT
GNB

How to cite various Sources

The following examples illustrate citations in both their Footnote versions **(numbered examples below)** and then Bibliography version **(not numbered)**.

Book

One author

(Footnote version)

1. Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (Boston: Little, Brown, 2000), 64–65.
2. Gladwell, *Tipping Point*, 71.

(Bibliography version)

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*. Boston: Little, Brown, 2000.

**For the rest of this Fact Sheet, each example follows the example above:
Footnote version (numbered) and Bibliography version (not numbered).**

Two or more authors

1. Peter Morey and Amina Yaqin, *Framing Muslims: Stereotyping and Representation after 9/11* (Cambridge, MA: Harvard University Press, 2011), 52.
2. Morey and Yaqin, *Framing Muslims*, 60–61.

Morey, Peter, and Amina Yaqin. *Framing Muslims: Stereotyping and Representation after 9/11*. Cambridge, MA: Harvard University Press, 2011.

Note that the latter author in the Bibliography entry above is ordered First name then second name, while earlier listed authors are Surname, First name.

Four or more authors

For four or more authors we list all of the authors in the bibliography; however, in the footnote, list only the first author, followed by “et al.” (“and others”):

1. Jay M. Bernstein et al., *Art and Aesthetics after Adorno* (Berkeley: University of California Press, 2010), 276.
2. Bernstein et al., *Art and Aesthetics*, 18.

Bernstein, Jay M., Claudia Brodsky, Anthony J. Cascardi, Thierry de Duve, Aleš Erjavec, Robert Kaufman, and Fred Rush. *Art and Aesthetics after Adorno*. Berkeley: University of California Press, 2010.

Editor or translator instead of author

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.
2. Lattimore, *Iliad*, 24.

Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

Editor or translator in addition to author

1. Jane Austen, *Persuasion: An Annotated Edition*, ed. Robert Morrison (Cambridge, MA: Belknap Press of Harvard University Press, 2011), 311–12.
2. Austen, *Persuasion*, 315.

Austen, Jane. *Persuasion: An Annotated Edition*. Edited by Robert Morrison. Cambridge, MA: Belknap Press of Harvard University Press, 2011.

Chapter or other part of a book

1. Ángeles Ramírez, “Muslim Women in the Spanish Press: The Persistence of Subaltern Images,” in *Muslim Women in War and Crisis: Representation and Reality*, ed. Faegheh Shirazi (Austin: University of Texas Press, 2010), 231.
2. Ramírez, “Muslim Women,” 239–40.

Ramírez, Ángeles. “Muslim Women in the Spanish Press: The Persistence of Subaltern Images.” In *Muslim Women in War and Crisis: Representation and Reality*, edited by Faegheh Shirazi, 227–44. Austin: University of Texas Press, 2010.

Preface, foreword, introduction, or similar part of a book

1. William Cronon, foreword to *The Republic of Nature*, by Mark Fiege (Seattle: University of Washington Press, 2012), ix.
2. Cronon, foreword, x–xi.

Cronon, William. Foreword to *The Republic of Nature*, by Mark Fiege, ix–xii. Seattle: University of Washington Press, 2012.

Book published electronically

Note: Due to the nature of the ever-changing world of online media, if you find that your source does not fit into one of these criteria then cite the source the best that you can. The aim is to provide your reader/marker with enough information to be able to locate the source on their own.

If a book is available in more than one format, cite the version you consulted. For books read in e- book format where no page number is provided, include the format type (e.g. Kindle) in place of the page number. For books consulted online, include an access date and a URL. If you consulted the book in a commercial database, you may give the name of the database instead of a URL. If no fixed page numbers are available, you can include a section title or a chapter or other number.

Below are various examples of electronic publications and the various formats already mentioned in this Fact Sheet.

- Isabel Wilkerson, *The Warmth of Other Suns: The Epic Story of America’s Great Migration* (New York: Vintage, 2010), 183–84, Kindle.
- Wilkerson, *Warmth of Other Suns*, 401.
- Wilkerson, Isabel. *The Warmth of Other Suns: The Epic Story of America’s Great Migration*. New York: Vintage, 2010. Kindle.
- Philip B. Kurland and Ralph Lerner, eds., *The Founders’ Constitution* (Chicago: University of Chicago Press, 1987), chap. 10, doc. 19, accessed October 15, 2011, <http://press-pubs.uchicago.edu/founders/>.

- Kurland and Lerner, *Founders' Constitution*.
- Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Accessed October 15, 2011. <http://press-pubs.uchicago.edu/founders/>.
- Joseph P. Quinlan, *The Last Economic Superpower: The Retreat of Globalization, the End of American Dominance, and What We Can Do about It* (New York: McGraw-Hill, 2010), 211. ATLA Religion Database with ATLASerials, EBSCOhost (accessed March 2, 2017). Quinlan, *Last Economic Superpower*, 88.
- Quinlan, Joseph P. *The Last Economic Superpower: The Retreat of Globalization, the End of American Dominance, and What We Can Do about It*. New York: McGraw-Hill, 2010. ATLA Religion Database with ATLASerials, EBSCOhost (accessed March 2, 2017).

Journal article

In a Footnote, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article. See examples of various formats.

Article in a print journal

- Alexandra Bogren, “Gender and Alcohol: The Swedish Press Debate,” *Journal of Gender Studies* 20, no. 2 (June 2011): 156.
- Bogren, “Gender and Alcohol,” 157.
- Bogren, Alexandra. “Gender and Alcohol: The Swedish Press Debate.” *Journal of Gender Studies* 20, no. 2 (June 2011): 155–69.

Article in an online journal

For a journal article consulted online, include an access date and a URL.

- Andre van Oudtshoorn, “Love Child: The use of 2 Corinthians 13 beyond its original context and intent,” *Crucible* (Online) 7, no. 2 (November, 2016): 7 (accessed March 2, 2017).
- Oudtshoorn, “Love Child”, 7.
- Oudtshoorn, Andre van. "Love Child: The use of 2 Corinthians 13 beyond its original context and intent," *Crucible* (Online) 7, no. 2 (November 2016): 1-13. www.crucibleonline.net (accessed March 2, 2017).

When using the WSMBCS library (EBSCO) to access journals you can reference them as follows:

- Mark I. Wegener, “The Arrival of Jesus as a Politically Subversive Event According to Luke 1-2,” *Currents In Theology and Mission* (Online) 44, no. 1 (January 2017):15 (accessed March 2, 2017).

- Wegener, “The Arrival of Jesus”, 15.
- Wegener, Mark I. "The Arrival of Jesus as a Politically Subversive Event According to Luke 1-2." *Currents In Theology And Mission* (Online) 44, no. 1 (January 2017): 15-23. ATLA Religion Database with ATLASerials, EBSCOhost (accessed March 2, 2017).

Other electronic databases (for example, Academic OneFile; ProQuest) can be cited as follows:

- Anastacia Kurylo, “Linsanity: The Construction of (Asian) Identity in an Online New York Knicks Basketball Forum,” *China Media Research* 8, no. 4 (October 2012): 16, accessed March 9, 2013, Academic OneFile.
- Kurylo, “Linsanity,” 18–19.
- Kurylo, Anastacia. “Linsanity: The Construction of (Asian) Identity in an Online New York Knicks Basketball Forum.” *China Media Research* 8, no. 4 (October 2012): 15–28. Accessed March 9, 2013. Academic OneFile.

Magazine article

- Jill Lepore, “Dickens in Eden,” *New Yorker*, August 29, 2011, 52.
- Lepore, “Dickens in Eden,” 54–55.
- Lepore, Jill. “Dickens in Eden.” *New Yorker*, August 29, 2011.

Newspaper article

Newspaper articles may be cited in running text (“As Elisabeth Bumiller and Thom Shanker noted in a *New York Times* article on January 23, 2013, . . .”) instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations.

- Elisabeth Bumiller and Thom Shanker, “Pentagon Lifts Ban on Women in Combat,” *New York Times*, January 23, 2013, accessed January 24, 2013, <http://www.nytimes.com/2013/01/24/us/pentagon-says-it-is-lifting-ban-on-women-in-combat.html>.
- Bumiller and Shanker, “Pentagon Lifts Ban.”
- Bumiller, Elisabeth, and Thom Shanker. “Pentagon Lifts Ban on Women in Combat.” *New York Times*, January 23, 2013. Accessed January 24, 2013. <http://www.nytimes.com/2013/01/24/us/pentagon-says-it-is-lifting-ban-on-women-in-combat.html>.

Book review

- Joel Mokyr, review of *Natural Experiments of History*, ed. Jared Diamond and James A. Robinson, *American Historical Review* (Online) 116, no. 3 (June 2011): 754, accessed December 9, 2011.
- Mokyr, review of *Natural Experiments of History*, 752.

- Moky, Joel. Review of *Natural Experiments of History*, edited by Jared Diamond and James A. Robinson. *American Historical Review* 116, no. 3 (June 2011): 752–55. ATLA Religion Database with ATLASerials, EBSCOhost (accessed December 9, 2011).

Thesis or dissertation

- Dana S. Levin, “Let’s Talk about Sex . . . Education: Exploring Youth Perspectives, Implicit Messages, and Unexamined Implications of Sex Education in Schools” (PhD diss., University of Michigan, 2010), 101–2.
- Levin, “Let’s Talk about Sex,” 98.
- Levin, Dana S. “Let’s Talk about Sex . . . Education: Exploring Youth Perspectives, Implicit Messages, and Unexamined Implications of Sex Education in Schools.” PhD diss., University of Michigan, 2010.

Paper presented at a meeting or conference (or Facilitation)

- Rachel Adelman, “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition” (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).
- Adelman, “Such Stuff as Dreams.”
- Adelman, Rachel. “ ‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition.” Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009.

Website

A citation to website content can often be limited to a mention in the text or in a note (“As of July 27, 2012, Google’s privacy policy had been updated to include . . .”). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date and, if available, a date that the site was last modified.

- “Privacy Policy,” Google Policies & Principles, last modified July 27, 2012, accessed January 3, 2013, <http://www.google.com/policies/privacy/>.
- Google, “Privacy Policy.”
- Google. “Privacy Policy.” Google Policies & Principles. Last modified July 27, 2012. Accessed January 3, 2013. <http://www.google.com/policies/privacy/>.

Blog entry or comment

Blog entries or comments may be cited in running text (“In a comment posted to *The Becker-Posner Blog* on February 16, 2012, . . .”) instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations.

- Gary Becker, “Is Capitalism in Crisis?,” *The Becker-Posner Blog*, February 12, 2012, accessed February 16, 2012, <http://www.becker-posner-blog.com/2012/02/is-capitalism-in-crisis-becker.html>.
- Becker, “Is Capitalism in Crisis?”
- Becker, Gary. “Is Capitalism in Crisis?” *The Becker-Posner Blog*, February 12, 2012. Accessed February 16, 2012. <http://www.becker-posner-blog.com/2012/02/is-capitalism-in-crisis-becker.html>.

E-mail or text message

E-mail and text messages may be cited in running text (“In a text message to the author on July 21, 2012, John Doe revealed . . .”) instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.

- John Doe, e-mail message to author, July 21, 2012.

Comment posted on a social networking service

Like e-mail and text messages, comments posted on a social networking service may be cited in running text (“In a message posted to her Twitter account on August 25, 2011, . . .”) instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.

- Sarah Palin, Twitter post, August 25, 2011 (10:23 p.m.), accessed September 4, 2011, <http://twitter.com/sarahpalinusa>.

WSMBCS Specific Referencing

WSMBCS On-line (Digital) Unit Material:

WSMBCS, Session #: Title of Session [if available], Title of Unit, (WSMBCS, date [year you are completing the course], retrieved via online learning access, date taken from online learning site, page.

WSMBCS Facilitation quote or discussion:

Facilitator/Lecturer, Lecture delivered on [date], City, State: Unit Name.

Citing one Author when Quoted by Another

From time to time you may find an author quoting another person’s work in their text and you decide to quote that work in your own essay as well. In such a case you quote the primary source but note that it was found in a secondary reference. For example:

John Smith, “The Day the Sun Shined” *Priscilla Papers* 12.4 (2009): 23 as referenced in Bob Jones, *Poems on the Sun* (Grand Rapids: Eerdmans, 2009)

Using Footnotes to clarify and expand on content

Footnotes can be used for more than citing references. Footnotes can be used to clarify and expand on aspects of the content of your work.

Clarification:

It is important to ensure that any terms or concepts we used in our writing are explained. In conversation we often make assumptions that people know exactly what we mean but in academic writing it is important to be clear what our definitions or assumptions are and what we have based them on. An example of the text of an essay and the accompanying clarify footnote could be;

For such an influential entity, in the 21st century Western Protestant Church¹ at least, Wisdom has been all but ignored and those who do have some level of awareness of it as a genre do not necessarily comprehend the full scope of what Wisdom Literature is.

1. The term '21st Western Protestant Church' is an all-encompassing term that this author uses to describe the wider church in nations such as Australia, the United States of America and the United Kingdom based on a combination of written and spoken evidence from a broad cross-section of churches this author has been exposed to over the past decade in pastoral ministry.

Expanding content

It is important to communicate that you have a complete understanding of your area of study and the issues that surround your topic. In addition, it is advantageous to ensure your assessor is aware of the breadth of your reading and understanding on the topic.

Footnotes can be helpful to expand on an issue or an idea to show that you have read widely and have a full comprehension without exceeding your word count unnecessarily. An example of the text of an essay and the accompanying expanding footnote could be;

Irrespective of the relationship between Jesus and Wisdom, there is undoubtedly a pervasive influence of Wisdom Literature on Jesus the man and his ministry.

This would have included the Biblical Wisdom Literature as defined by the scope of this essay as well as other Wisdom influences found in the Hebrew Bible and the Deuterocanonical Books¹.

1. The Deuterocanonical Books that would have been well known during the life of Jesus would have included the accepted books of Ecclesiasticus (or Sirach) and the Wisdom of Solomon as well as the Wisdom of Jesus Ben

Sira. These books have been shown to influence Jesus teaching greatly. One example of such influence is found in the famous “Come to me all who are weary and burdened and I will give you rest” passage of Matthew 11:28-30 which is clearly influenced by Sirach 24:19 and 51:23-27 as stated in Hagner (1993), 323

This 1 page summary of the Reference Fact Sheet is designed for you to print and use as a Quick Reference Guide for the most common forms of referencing. For more details please refer back to entire Guide. The table below shows the Full Version (Footnote 1st use), Short Version (subsequent uses) and Bibliography Version of each reference.

Footnote Full Version (1st use)	Footnote Short Version (subsequent use)	Bibliography Version
Single Author		
Malcolm Gladwell, <i>The Tipping Point: How Little Things Can Make a Big Difference</i> (Boston: Little, Brown, 2000), 64–65.	Gladwell, <i>Tipping Point</i> , 71.	Gladwell, Malcolm. <i>The Tipping Point: How Little Things Can Make a Big Difference</i> . Boston: Little, Brown, 2000.
Two or more Authors		
Peter Morey and Amina Yaqin, <i>Framing Muslims: Stereotyping and Representation after 9/11</i> (Cambridge, MA: Harvard University Press, 2011), 52.	Morey and Yaqin, <i>Framing Muslims</i> , 60–61.	Morey, Peter, and Amina Yaqin. <i>Framing Muslims: Stereotyping and Representation after 9/11</i> . Cambridge, MA: Harvard University Press, 2011.
Editor instead of Author		
Richmond Lattimore, trans., <i>The Iliad of Homer</i> (Chicago: University of Chicago Press, 1951), 91–92.	Lattimore, <i>Iliad</i> , 24.	Lattimore, Richmond, trans. <i>The Iliad of Homer</i> . Chicago: University of Chicago Press, 1951.
Chapter or other part of a book		
Ángeles Ramírez, “Muslim Women in the Spanish Press: The Persistence of Subaltern Images,” in <i>Muslim Women in War and Crisis: Representation and Reality</i> , ed. Faegheh Shirazi (Austin: University of Texas Press, 2010), 231.	Ramírez, “Muslim Women,” 239–40.	Ramírez, Ángeles. “Muslim Women in the Spanish Press: The Persistence of Subaltern Images.” In <i>Muslim Women in War and Crisis: Representation and Reality</i> , edited by Faegheh Shirazi, 227–44. Austin: University of Texas Press, 2010.

Book Published Electronically		
Isabel Wilkerson, <i>The Warmth of Other Suns: The Epic Story of America's Great Migration</i> (New York: Vintage, 2010), 183–84, Kindle	Wilkerson, <i>Warmth of Other Suns</i> , 401.	Wilkerson, Isabel. <i>The Warmth of Other Suns: The Epic Story of America's Great Migration</i> . New York: Vintage, 2010. Kindle.

How to Write an Academic Essay

What is the Purpose of an Assignment? An assignment is an opportunity to research a topic or issue and gain a much broader and deeper understanding of it. This understanding is then communicated to a teacher or lecturer in written form. Essentially, your goal in writing an assignment should be to demonstrate to your teacher or lecturer your understanding of a particular topic or issue.

An assignment is an opportunity for a teacher or lecturer to give undivided attention to your work, and to give you specific and individualized feedback. This helps you gain a sense of your progress, and helps you set benchmarks on your performance. It also helps you gain feedback on your skill in communicating information in written form -an important life skill!

An assignment is a formal and structured piece of communication. While some people may see these as an imposition, or as unnecessary, they are in fact keys to helping your assignment work become much more effective. If an assignment is written well, you virtually take the reader by the hand and lead them through the document. Whether your task be to prepare an essay, a report, a review, or some other document, each of these require the inclusion of specific elements which are designed to help your reader 'access' your ideas more easily. For example, every good essay contains an introduction, body and a conclusion. A full report will include a title page, table of contents, summary, introduction, body, conclusions and recommendations.

Because an assignment is formal, this trains you to take care in your communication. Formal language helps you set professional standards in your writing, and present work which is more objective. Formal language also increases your opportunities of being understood. This is important because, unlike spoken conversations with others, we do not have the opportunity to explain our meaning in person, or to rephrase ideas so that our meaning becomes clearer.

Preparing an assignment is an opportunity to learn - and to share with another person what you have discovered. This is almost like 'teaching' another person - and in this process of teaching you come to a greater understanding of the topic or issue yourself. This can be an extremely fulfilling and exciting opportunity. So, as you learn to master writing assignments, you will discover the process of learning becomes much more enjoyable.

What are the Pitfalls?

There are really only two major pitfalls to assignment writing that you need to be aware of:

1. You must always answer the question that has been asked
This sounds simple, doesn't it? You may find, though, that it is easy to find yourself wandering off track, following something that really interests you, and ultimately not answering the question.
2. Marks are given for quality of work, not quantity of effort
In assignments, teachers and lecturers award marks for work which answers the question. Unfortunately, some students work really hard on their assignment, but do not make sure that their hard work answers the question. Lots of work which is interesting, but doesn't answer the question, will unfortunately not earn you any marks.

Eleven Easy Steps

Planning and writing an assignment becomes much easier if you follow a number of logical steps. There are eleven steps to writing an effective assignment using acronym ASSIGNMENTS. Let's look at what these steps are:

Step 1 Analyze the task

Before you begin, you need to be very sure what it is you are being asked to do in the assignment task. For example, are you being asked to prepare an essay, or a report? When is the assignment due? What is the word length on the assignment?

Other elements that help you understand the task include: How have you already met with this content area in the subject you are studying?

How does this content area fit in with the whole subject you are studying? What approach do you think the coordinator/marker would like you to take? (In other words, consider who you are writing the assignment for, and what their expectations may be.)

Step 2 Search for the Task

Search for the task and limit words in the question.

Once you are surer of the 'big picture', you can more comfortably start focusing on the specific task at hand.

Read the assignment question. Look for the task word, the verb that tells you what you have to do. This word will tell you how you should approach your assignment. Look also for limit words - words that tell you to keep your work within certain boundaries (limits).

Task Words

In their book *Thesis and Assignment Writing*, Anderson and Poole (1994, pp.9-10) give some common task words and their meaning. You might find this list helpful:

Limit words

Limit words are important because they help to make your task smaller and more achievable. Let's imagine your assignment question is:

1. Firstly, look for words that indicate a specific time.

In this case, the question asks you to limit your analysis to a specific decade - the 1990's.

2. Then, look for words that indicate a specific place (or a specific context).

In this case, the question includes another limit word 'Australian'. So, this tells you that you can limit your focus to a specific country only.

Limit words help you to get the right focus in your work- and will also help you avoid wasting much precious time and energy researching information that is outside the scope of your question.

Step 3 Search for the Content Words

The next step is to go back to the question, and identify the specific words that indicate what topic(s) you need to address. Read the question several times so that you understand which dimensions of the topic you need to consider in your assignment.

Be careful here - make sure you identify the words that are actually in the question, not the words that you hope would be in the question!

Look for words or phrases that help you understand the context of your investigation. For example, you may have been given the assignment question:

1. Firstly, look for words that indicate what the main topic area is:

In this case, the main topic of this assignment is 'sermon'.

2. Secondly, consider if the question asks you to only consider a specific segment, element or dimension of the topic:

In this case, the question indicates your topic is a specific type of sermon - the 'traditional' sermon. Therefore, you would need to define what this is. For example, you might consider that it is a delivery of information in a formal one-way speech format.

3. Thirdly, consider if the question includes information on the context in which the topic is to be examined:

In this case, the sermon is being assessed in terms of a specific quality - as a method of persuasion and a specific purpose – to increase church giving. So, this means you would need to be clear about what persuasion is, and what elements are required of effective persuasive communication.

You would also need to consider ways in which increased church giving can be achieved - and assess whether the traditional sermon is the most effective of these.

So, you see, the question contains important 'clues' that help us decide exactly what it is we need to examine.

Now, if you have been observant, you will also have noted that there are some limit words in this question.

Firstly, you need only assess the effectiveness of the persuasive, traditional sermon as it has been used to increase giving in 'Churches of Christ' in 'Australia'. Secondly, the question also includes the word 'Today' – so you are to limit your investigation to the current Church environment.

Step 4 Investigate

Investigate the topic through focused research.

Now that you have a very firm idea of what specific aspects of the topic you need to investigate, you need to do some in-depth research.

Go to the literature on your topic - for example, books, articles, and newspaper stories. Identify relevant portions from Scripture. At this stage, though, don't read each book or article deeply. What you need to do is to skim read for main ideas and themes. To do this, read the first and last sentences of each paragraph - this should give you a good starting point.

Step 5 Generate Ideas

The next stage is to generate ideas on your topic. Your skim reading of the literature should have helped you to develop an understanding of what some of the main ideas in your assignment may be.

One of the best methods to help you generate ideas is to brainstorm. Simply take a blank sheet of paper and write down any ideas that come to your mind - no matter how good or bad you may think they are. The aim here is to generate as many ideas as you can. You may even be able to discuss your topic with others, and use them to help you generate ideas.

An easy technique that you might find helpful is the 'PMI' approach to brainstorming:

Pluses

Minuses

Interesting things

Given your particular topic, what are the pluses (advantages)? What are the minuses (disadvantages)?

What interesting ideas did you meet with as you were considering these aspects?

For example, consider this topic:

What are the strengths of the Newsletter? (Pluses)

Are there any weaknesses or disadvantages? (Minuses)

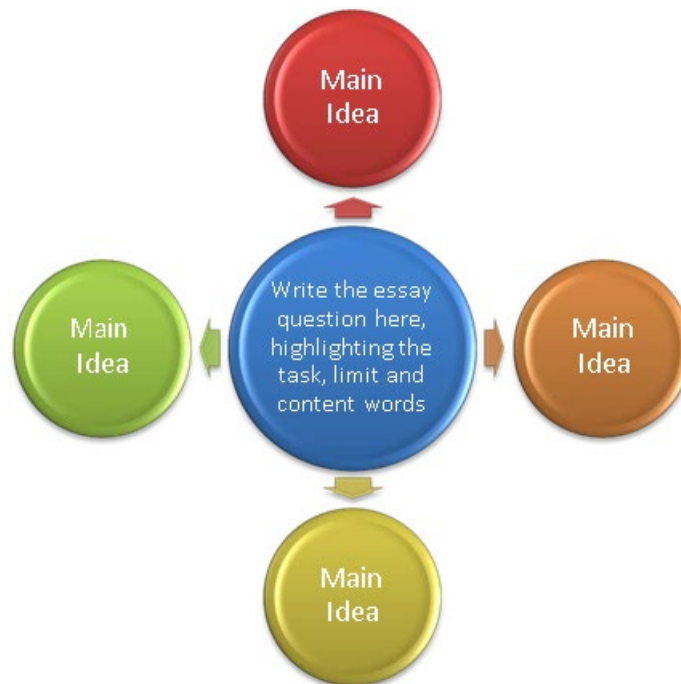
What are the interesting aspects you found while researching the Newsletter? (For example, does a newsletter also achieve other outcomes? Have there been other interesting uses for a newsletter.

Step 6 Nominate Main Ideas

Nominate main ideas on the question & logically sequence them.

Now decide which ideas are most appropriate to your assignment question. Organizing your ideas at this stage can be quite difficult. You may find that your work is messy and difficult to put into some logical order. Here is a method you might find helpful. This is an adaptation of Mallett's (1978) note taking system called the ORL (Organising Reading for Learning). It is a particularly good method because it replicates how the human brain tends to process information - visually and spatially.

On a blank sheet of paper, write the assignment question in the middle. Then, add your main ideas around the question. This is how your page would look:



Try to write these main ideas in your own words. Also, try to write these ideas in a sentence.

Lastly, consider what would be a logical way to work through your main ideas- to sequence them. Remember, in an assignment you are building a case. Number each of your main ideas in the order you think is best.

Step 7 Add Explanation & Evidence

Maximize the main ideas by adding explanation and evidence

In an assignment, you are trying to develop a logical case. To do this you must explain your meaning, and ultimately persuade your reader.

Just as a lawyer in a court of law presents a range of evidence to persuade the jury, you must also present a range of evidence to persuade your teacher or lecturer.

Remember, your case will be stronger if you can demonstrate that there is some agreement between experts in the field that the ideas that you have put forward are logical, appropriate and correct. Add this explanation and evidence to your ORL. By now it should look something like this:

Remember Check to make sure you are answering the question that has been asked.

Step 8 Writing Phase

Enter the writing phase - write the body paragraphs first

You may not believe it, but actually writing the assignment is now the easiest part. You simply convert each main idea from your ORL into paragraphs. The Main Idea becomes the topic sentence of the paragraph (the opening sentence). The explanation, evidence and examples become the sentences that follow.

Ensure each paragraph:

- Addresses one main point only;
- Is at least 3 sentences long;
- States the main point in a topic sentence;
- Develops the main point by explaining it, and by giving examples and references.

Work through each of the Main Ideas from your ORL in the order you have decided is a logical sequence.

Step 9 Introduction and Conclusion

The introduction is the 'map' for the journey through the assignment. After reading your introduction, the reader should be quite clear about what it is you are going to do, and how. Here is how an effective introduction is normally structured:

- Begin with an opening statement or two to introduce the general topic area of the assignment;
- Provide a statement of the specific task (or question) to be addressed in the essay, and what will be argued in relation to this task (or question).
- Give a brief description of how the content in the essay will be presented - what are you going to discuss/analyze, and what will your discussion/argument reveal?

Now, add the conclusion. Essentially, the conclusion should contain two pieces:

- A summary of the main points made in the body of your assignment; and
- What these demonstrate in relation to the specific task (or question) addressed in the essay.

A typical way of writing a conclusion is something like:

In this paper, an examination of {insert text} was presented. It was shown that {insert text} . Therefore, {insert text} .

Step 10 Finalize

Tidy up the assignment - edit and proof-read

Add the final professional polish to your work. Edit and proof read carefully to remove errors in grammar and expression. It is best if you can allow a few days between when you complete writing the assignment and when you edit and proof read it. This allows you to look at the paper afresh, and helps you see errors that you have overlooked in the writing process. If possible, ask someone else to check your assignment -as they may find errors you have missed.

Step 11 Submit your Assignment

How to Write Exegetical Essay

The writing of an exegetical essay is a common assessment in theological education. However, frustration for both student and marker is often felt. The cause of this frustration is because of a common misunderstanding of what the task actually is. The writing of an exegetical essay is in fact two tasks. The first is to conduct an exegesis proper. The second is writing the results of that exegesis. It is vitally important that a student views these two tasks as separate. The first task is an actual exegesis. The results of this exegesis might have a number of applications; use in a sermon, basis of a class, private study, or the writing of an essay. Exegesis means “to lead out”, meaning a student goes to the text and draws the meaning out. *Eisegesis* means “into” meaning the student goes to the text and reads a meaning into the text.

How to Conduct an Exegesis

The following is a brief summary of the seven elements that M. J. Gorman has outlined in his book *Elements of Biblical Exegesis* (Grand Rapids: Baker, 2009). The student of hermeneutics might find this model useful. This document lists a number of Gorman’s key points that will be used throughout this document. Two more useful examples of how to conduct an exegesis are found in Fee, G.D. *New Testament Exegesis: A handbook for Students and Pastors* (Louisville: John Knox Press, 2002) and Stuart, D. *Old Testament Exegesis: A handbook for Students and Pastors* (Louisville: John Knox Press, 2009)

1. Survey: Preparation and overview or introduction

Read the text, perhaps from a number of different translations. The important aspect here is that time is taken to read the section a number of times. If possible not just the passage under study but the whole chapter, letter, or book.

When writing a formal introduction (like an assignment) you need an introduction. This should include the overall direction of the section, and perhaps some key points. While this will not be written until you have completed your exegesis, it is a work in progress. As you are reading keep notes. Perhaps as you are reading this section for the first time, ask what hits you? Is there something about the text that strikes you?

2. Contextual Analysis: Consideration of the historical and literary contexts of the text

In this section you are looking for the key facts that help a reader understand the background of the text. As you were reading perhaps certain terms, places, or people, were central to the passage. This is where a good Bible dictionary is of great help. What resources do you have in this area? Remember each text was written into a specific literary and historical context. Historical, socio---political, and cultural context are facets of our experiences and, of course, facets of life in ‘Bible times.’ As you consider literary and rhetorical contexts you will be asking yourself the following kinds of questions:

For the Immediate Context:

- What is the subject of the paragraph or two immediately preceding this passage? How does this material lead into the passage at hand?
- Does the material following the passage connect directly at hand?
- Does this passage work in connection with its immediate context to achieve a particular rhetorical goal?

For the Larger Contexts:

- Where does this passage occur in the structure of the book? Of what major section is it a part? What significance does this position have?
- What has ‘happened’ (whether in narrative, argument, etc.) in the book so far and what will happen later?
- What appears to be the text’s function in the section and in the book as a whole? How does this passage appear to serve the agenda of the entire work?

3. Formal Analysis: the form, structure, and movement of the text

What is the genre of the text you are reading? What pieces make up this section of scripture? Are different types of texts put together in similar ways? Are key words used in a certain way? Does the text have a natural flow?

For example a narrative often has the following five pieces to it.

- Introduction.
- Development – often in the form of conflict
- Climax
- Falling action
- Closure/resolution

4. Detailed Analysis: the various parts of the text

This section is often an area where the exegete often causes some trouble. While it is important to look at the parts of the text, it is also important to remember that these parts belong to a greater text. Word studies can sometimes cause people to make conclusions that are incorrect. D.A. Carson offers the example of “butterfly.” If this word was broken up into two parts what meanings could you create? You would discover that the origin of the word is about flight and a dairy product!

5. Synthesis: the text as a whole

So what is the text all about? It is easy to get lost in the details of all the parts that might make up the whole of a text but the point of all this work is to discover meaning.

6. Reflection: the text today

When all of the previous work has been completed the exegete now has to think about two horizons. First, what did this text mean for the original hearers/readers? Second, what does this text mean for my faith community today? The challenge here is that there are a number of different tools that might help in offering interpretation.

When different people respond to the same text what might be the reason for seeing it in a different light? The assumption that people often make is that the perspective they have is normative and are often shocked to learn that others disagree.

7. Expansion and refinement of the initial exegesis:

What other tools might help you at this stage? This is the point where commentaries might be useful. This is of course not to say that if you were writing a formal exegesis that you would not use a commentary at this point. Rather, what is suggested is that your work and your written work are separate exercises. In other words you have studied the text and made notes then as you write the exegesis you weave the insights of others into your work.

After this cycle of studying, or perhaps a number of cycles, you have pages of notes. You might have formed ideas, lines of enquiry that were just interesting, or a large amount of questions. This is now your raw data. This is your own work.

How to write a formal Exegetical Assessment

Here are the five headings you should have in your written assignment.

1. Introduction:
2. Remote Context:
3. Proximate Context:
4. The Text:
5. Application:

These five headings for your written assessment do not line up with the headings you have used in the conduct of your exegesis. Rather, these headings are a way in which you can group together the larger ideas that you have uncovered in your exegesis.

1. Introduction: What do you hope to focus on in your paper --- perhaps this will be only one line of thought. You will not be able to cover the whole passage but rather only one or two aspects.

Students struggle at this stage by wanting to say too much. It is often best to write this last.

2. Remote Context: This helps us think about this passage with a wider view such as what is happening in the rest of the book/letter? This information however must be used to support the key point(s) that you hope to discuss. Students often write about interesting information at this point. One of the key skills in writing an exegesis is what to leave out.

3. Proximate Context: This is about what is happening of either side of the text and where does this passage sit in the immediate situation? What words or terms let you know the passage is starting or ending? For example if you have been tasked to exegete 9:6-15 in a particular biblical book, what lets a reader know that 9:6 is the start of a new thought or that 9:15 is the end of that thought?

4. The Text: What parts of the text itself are important for the theme you wish to develop? Your job here is not to create a new commentary but rather to see how these verses have bearing on the point you are attempting to make.

5. Application. This is where you look at what this text meant to the first readers and what it might mean to us today. This is often called the 'two horizons'. Students often say the application is the same- but is it? What might be the social impact of loving your neighbour in two very different culture contexts?

Some Practical do's and don'ts

Do.

- Read the text a number of time
- Use ATLAS to seek out good quality articles

Don't

- Just reach for a commentary as your write your paper
- Just use the resources that have been supplied to you by WSMBCS
- Use dated resources because they are free or in your Bible software program

WSMBCS WRITTEN ASSESSMENT COVER SHEET

STUDENT NAME:	
STUDENT EMAIL ADDRESS:	
COURSE UNIT CODE AND TITLE:	
TRIMESTER AND YEAR:	
MARKER/SUPERVISOR:	
ASSESSMENT NAME: (e.g. Major Assignment)	
ASSESSMENT WEIGHTING:	(30%)
ASSESSMENT TASK/QUESTION:	
ASSESSMENT WORD LIMIT:	
ACTUAL WORD COUNT:	
DUE DATE:	

DECLARATION OF AUTHORSHIP (To check the box double click on the box & select “Checked”)

- ☒ I affirm that this assignment is my own work.
- ☒ I have acknowledged in the text all sources – printed, electronic, and other – used in this assignment. I have read and understood the ACOM Policy on Academic Misconduct and understand that plagiarism is a serious offence that can lead the College to commence proceedings against me for potential student misconduct.
- ☒ I understand that I have an obligation to inform the marker of any assistance I have had in the research for the composition of this assignment.
- ☒ I have not submitted this assignment in any other unit nor at any other institution.
- ☐ I have received assistance in the writing of this essay (not inc. drafts)

If yes, I have received assistance in the following way:

Date:

