

Advanced Greek Exegesis (Hebrews)
3 credits
Prerequisite(s): BL 521

Class Information		Instructor Information		First day of classes:	Wed., Sept 7, 2016
Days:	Wednesday	Instructor:	R. Remin	Last day to add/drop, or change to audit:	Sun, Sept. 18, 2016
Time:	9:45 – 12:30	Email:	rremin@ambrose.edu	Last day to request revised exam:	Mon, Oct 24, 2016
Room:	L2100	Phone:	403-410-2000 ext. 7906	Last day to withdraw from course:	Mon, Nov 14, 2016
Lab/Tut	None	Office:	L2081	Last day to apply for time extension for coursework:	Mon, Nov 21, 2016
Final Exam	None	Office Hrs:	See below!	Last day of classes:	Mon, Dec 12, 2016

Textbooks:

William L. Lane, *Hebrews 1-8*, and *Hebrews 9-13* (Word, Waco, 1991).

Craig R Koester, *Hebrews* (Anchor Bible, Yale University Press, 2001).

Paul Ellingworth, *Commentary on Hebrews* (NIGTC, Eerdmans, Grand Rapids, 1993).

Daniel Wallace, *Greek Grammar Beyond the Basics, An Exegetical Syntax of the New Testament* (Zondervan, 1996).

D. A. Carson, *Exegetical Fallacies²* (Baker, 1996, 2011).

The Greek New Testament (the most recent editions UBS or NA) and standard reference books for N.T. Greek as required or introduced in the BL 521 and BL 522.

A Greek language computer program parsing, lexical, and search capabilities. Good examples are Accordance, Bibloi, and Logos.

Course Description:

An advanced study of Greek grammar for the purpose of gaining insight into the meaning of the New Testament text. This study will enable the student to understand a text in more detail as well as how the grammatical structures of Greek may have lent themselves to different interpretations. May be repeated for credit depending on the biblical books selected for study. Prerequisite: BL 522

Further Course Information:

A Greek reading course in the “Epistle” to the Hebrews. The style of the syntax and the vocabulary of the Greek of this epistle are distinctive within the Greek of the New Testament. The syntax is more complex and

reflects more the tastes of the Asiatic style than Attic (Luke-Acts). The vocabulary is more sophisticated and incorporates words and expressions found nowhere else in the New Testament. In general the style of the Greek reflects an author with a more Hellenistic education than the other authors of the New Testament.

In addition to the benefits of the student's knowledge and experience in Greek, this study is also advantageous to the student of Greek because of other distinctive characteristics of the Epistle to the Hebrews. The Epistle is in fact far more characteristic of a sermon than an epistle. Moreover a very good portion of the Christology presented in Hebrews is found nowhere else in the New Testament. Hebrews is also an excellent illustration of early Christian hermeneutics. Hebrews also provides a window into the Jewish and Hellenistic milieu in which the initial proclamation of Christ took place.

This study of Hebrews will also pay attention to understanding the flow of the argument of the sermon as a whole and how to communicate the overarching message of Hebrews in a relevant manner to our contemporary audience.

Program Requirements for M.Div. and M.A.(BTS).

The M.Div. program requires each student to complete at least one of NT 710 or OT 710 – advanced book studies in original languages. The M.Div. does not require BL 621 Advanced Greek Exegesis, and if an M.Div. student takes BL 621 it is considered an elective.

The M.A.(BTS) program requires BL 621 in all concentrations. If you already have already taken BL 621 you may take this course as NT 710.

You may need to amend your registration accordingly to match the program in which you are enrolled.

Expected Learning Outcomes:

The aim of the course is that students acquire the following skills and understanding:

1. The student will read the Epistle to the Hebrews in Greek and English so as
 - to improve their understanding of Greek grammar, particularly syntax, and
 - to learn the distinctive style of this author's work.
2. The student will identify the flow of the argument of Hebrews and the author's use of rhetorical patterns so as to understand its overall message.
3. The student will identify the genre and sub-genres in Hebrews and their use consistent with the argument of the whole and yet manageable for teaching and/or preaching.
4. The student will examine the thesis of Hebrews so as to be able to demonstrate the unity of the epistle in theme and form.
5. The student will learn the distinctiveness of the sermon's Christology as it relates to its pastoral message.
6. The student will formulate a thesis as to the identity of the addressees of this epistle and the nature of the heresy (heresies) which were weakening the church.
7. Students will be challenged to proclaim this sermon's message of encouragement (□□□□□□&●✠✠✠) to our contemporary church in a manner consistent with the sermon itself and relevant to our context.
8. The student will consider the relation of Hebrews to the rest of the New Testament, the thought of Philo of Alexandria, the Old Testament, Hellenistic Judaism and Greco-Roman paganism and how

these affect the meaning of the epistle.

Course Schedule:

This course meets on Wednesdays from 9:45 to 12:30 a.m. in room L2100 of Ambrose University College.

Special dates to remember are:

September 28	No Class – Spiritual Emphasis Day
November 9	No Class -- Seminary Fall Module
December 7 (Wednesday)	Last class for this course. (Dec. 12 is last day of lectures.)
December 16	The very last day to hand in any assignments.

Requirements:

1. Reading.

- a. Greek. Read the sections of the sermon to the Hebrews in Greek as directed so as to be able to translate portions and discuss the grammar of the text as it relates to meaning.
- b. Read Daniel B. Wallace, *The Basics of New Testament Syntax: An Intermediate Greek Grammar: The Abridgement of "Greek Grammar Beyond the Basics,"* (Zondervan, 2000). Read means read and does not mean memorize.

If you have read this grammar before, or if you are in the M.A. (BTS) program, or are enrolled in BL 621, the But if you are in the MA(BTS) program and taking BL 621 Advanced Greek Exegesis, read Daniel Wallace, *Greek Grammar Beyond the Basics, An Exegetical Syntax of the New Testament* (Zondervan, 1996).

Please remember read means read; reading in this case is not a synonym for memorize.

If you have read both of Wallace's volumes, read the grammar by Blass and DeBrunner.

- c. Read in conjunction with the Greek text the required commentary (commentary).

Each student is required to read this commentary, at least once but preferably twice:

William L. Lane, *Hebrews 1-8, and Hebrews 9-13* (Word, Waco, 1991).

Any student may substitute the reading of either of the following for the reading of one volume of Lane's commentary.

Craig R Koester, *Hebrews* (Anchor Bible, Yale University Press, 2001).

Paul Ellingworth, *Commentary on Hebrews* (NIGTC, Eerdmans, Grand Rapids, 1993).

- d. Read D. A. Carson, *Exegetical Fallacies*² (Baker, 1996, 2011).
 - e. Read and study all handouts delivered in class and in particular the professor's compilation of primary sources which illustrate the background of Hebrews. Read in various grammars and reference books as directed.
 - f. English Bible. Read the sermon at least three times in various English translations. Each time read it in one sitting.
 - g. Read other commentaries, articles, and monographs. Research and dig, dig, dig! Students must show initiative in finding relevant published material.
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Keep a list of relevant items read in addition to those specifically stated as required in this syllabus and submit the list before the last day of this semester's examination period.

Highly Recommended Reading:

Carr, Wesley. *Angels and Principalities. The Background, Meaning and Development of the Pauline Phrase hai archai kai hai exousiai*, (SNTSMS 42, Cambridge University Press, 1981).

Arnold, Clinton. *Ephesians: Power and Magic. The Concept of Power in Ephesians in Light of its Historical Setting* (Baker, 1989).

C.P. Anderson, "The Epistle to the Hebrews and the Pauline Letter Collection," *HThR* 59 (1966) 439-38.

-----, "Who Wrote the 'Epistle from Laodicea'?" *JBL* 85 (1966) 436-40.

-----, "Hebrews among the Letters of Pau," *SR* 5 (1975-76) 258-266.

Lawrence Wills, "The Form of the Sermon in Hellenistic Judaism and Early Christianity," *Harvard Theological Review* 77 (1984) 277-299.

Clifton Black II, "The Rhetorical Form of the Hellenistic Jewish and Early Christian Sermon: A Response to Lawrence Wills," *HThR* 81 (1988) 1-18.

William L Lane, "Introduction, Genre," and "Introduction, Literary Structure," *Hebrews 1-8 (Word Biblical Commentary 47a)*, (Word, Waco, 1991) pages lxxxiv-ciii.

Jewett, Robert. *Letter to Pilgrims: a Commentary on the Epistle to the Hebrews* (Pilgrim Press, 1981). BS2775.3 .J48 Only read the introduction, preface, and not the commentary itself.

Most recent publications on Hebrews:

Attridge, Harold W. *Essays on John and Hebrews* (Baker Academic, 2012).

Anderson, Kevin L. *Hebrews: A Commentary In The Wesleyan tradition* (Beacon Hill Press, 2013).

McCrudden, Kevin B. *A Body You Have Prepared For Me: The Spirituality of the Letter to the Hebrews*. (Michael Glazier Books, 2013).

DeSilva, David Arthur. *The Letter to the Hebrews In Social-Scientific Perspective* (Cascade Books, 2012).

Despising Shame: Honor Discourse and Community Maintenance in the Epistle to the Hebrews. SBL 1995, 2008.

Perseverance in Gratitude: A Socio-Rhetorical Commentary on the Epistle to the Hebrews (2000).

Bearing Christ's Reproach: The Challenge of Hebrews in an Honor Culture (1999).

Bauckham, Richard. *The Epistle to the Hebrews and Christian Theology* (Eerdmans Pub. Co., 2009).

Monographs

Heil, John Paul. *Worship in the letter to the Hebrews* (Cascade Books, 2011).

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- Vanhoye, Albert. *A Different Priest: the Letter to the Hebrews* (Convivium Press, 2011).
- Jobes, Karen H. *Letters to the Church: a Survey of Hebrews and the General Epistles* (Zondervan, 2011).
- Lamp, Jeffrey S. *The Greening of Hebrews? Ecological Readings in the Letter to the Hebrews* (Pickwick Publications, 2012).
- Oropeza, B. J. *Churches under Siege of Persecution and Assimilation: the General Epistles and Revelation* (Cascade Books, 2012).
- Smith, Christopher R. *Deuteronomy and Hebrews* (IVP Connect, c. 2013).

Newest Commentaries

- Cockerill, Gareth Lee. *The Epistle to the Hebrews* (William B. Eerdmans Publishing Company, 2012).
- Allen, David Lewis, *Hebrews* (B & H Publishing Group, 2010).
- Long, D. Stephen. *Hebrews* (Westminster John Knox Press, 2011).
- O'Brien, Peter Thomas. *The letter to the Hebrews* (William B. Eerdmans Pub. Co.; Nottingham, England: Apollos, 2010).

Older but Excellent

- Noll, Stephen. *Angels of Light, Powers of Darkness. Thinking Biblically about Angels, Satan and Principalities* (IVP, 1998).
- Lane, William L. *Hebrews: A Call to Commitment* (Hendrickson, 1985).
- Kasemann, Ernst. *The Wandering People of God: an Investigation of the Letter to the Hebrews* (trans. Roy A. Harrisville and Irving L. Sandberg; Minneapolis: Augsburg Pub. House, [c1984]). BS2775.2 .K3313 1984.
- Jewett, Robert. *Letter to Pilgrims: a Commentary on the Epistle to the Hebrews* (New York: Pilgrim Press, 1981). BS2775.3 .J48
- Trotter, Andrew H. *Interpreting the Epistle to the Hebrews (Guides to New Testament Exegesis, Baker, 1997)*. BS2775.2 T76 1997
- Bateman, Herbert W. ed., *Four Views on the Warning Passages in Hebrews* (Kregel, 2007).
- Long, Thomas G. *Hebrews (Interpretation, A Bible Commentary for Teaching and Preaching, John Knox Press, 1997)*. Cf. Long's *Preaching and the Literary Forms of the Bible* (Fortress, 1989).
- Evans, Louis H. *Hebrews (The Communicator's Commentary, Word, 1985)*.
- Hurst, Lincoln Douglas. *The Epistle to the Hebrews: its background of thought* (Cambridge University Press, 1990). BS2775.2 .H87 1990
- Hughes, Graham, *Hebrews and Hermeneutics: the Epistle to the Hebrews as a New Testament example of biblical interpretation* (Cambridge University Press, 1979). BS2775.2 .H8 1979
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Nuwe-Testamentiese Werkgemeenskap van Suid-Afrika. Ad Hebraeos: essays on the Epistle to the Hebrews. (Neotestamentica 5, Pretoria, South Africa: Faculty of Theology, University of Pretoria, 1971). BS2775.2 N88 1971

Dean, William Walter. *A Church At Risk: The Encroachment of American Culture Upon The Church* (F. Asbury Press, 1990). BS2775.4 D33 1990

Peterson, David. *Hebrews and Perfection: An examination of the concept of perfection in the Epistle to the Hebrews* (Society for New Testament Studies Monograph Series 47; Cambridge University Press, 1982). BS2860 H6 P28 1982

Horton, Fred L. *The Melchizedek Tradition: a Critical Examination of the Sources to the Fifth Century A.D. and in the Epistle to the Hebrews* (Society for New Testament Studies Monograph Series 30; Cambridge University Press, 1976). BS580 M4 H67

D'angelo, Mary Rose. *Moses in the Letter to the Hebrews* (Society of Biblical Literature Dissertation series no. 42, Scholars Press, 1979). BS580 M6 D33 1979

Williamson, Ronald. *Philo and the Epistle to the Hebrews* (Brill, 1970). BS2775.3 .W5 1970

Lindars, Barnabas. *The Theology of the Letter to the Hebrews* (Cambridge University Press, 1991). BS2775.5 .L55 1991

Recommended commentaries:

Paul Ellingworth, *Commentary on Hebrews* (NIGTC, Eerdmans, 1993).

B.F. Westcott, *The Epistle to the Hebrews* (1892, 1970).

F.F. Bruce, *Commentary on the Epistle to the Hebrews* (NICNT, 1964).

G.W. Buchanan, *To the Hebrews* (Anchor Bible, 1972).

P.E. Hughes, *Commentary on the Epistle to the Hebrews* (1977).

H. Montefiore, *A Commentary on the Epistle to the Hebrews* (HNTC, 1964).

C. Spicq, *L'Épître aux Hébreux*, 2 vols. (1952).

- d. Read in Greek grammars sections relevant to the Greek text being read. The professor will regularly identify relevant sections. Students should take the initiative to identify the relevant sections in grammars by using the indices of the grammars and Robert Hanna's *A Grammatical Aid to the Greek New Testament* (1983).
 - e. Compile a record of your reading and submit on the last day of the examination period. Annotation is unnecessary.
2. Writing. Each student will complete written work. A or B are options. Select one but not both. C and D are much shorter and are required of all.
 - a. Identify and select three to five texts from Hebrews which as a series reflect the whole message of the whole of the sermon. The selected texts will identify the major themes in Hebrews. As a whole the texts may serve as three to five lessons or sermons which will leave the hearers with an accurate sense of what Hebrews is about in terms of the purpose of the original sermon. The student will write and submit a summative description of this plan. Each text must be consistent with the whole of a unit identified as a sub-genre in Hebrews. For each text the student will do the work associated with the analyses learned in Introduction

to Greek Exegesis (contextual, verbal, syntactical and theological) and present a summary of the details most relevant to understanding the particular text.

This work will be evaluated in terms of these criteria:

- An obvious connection between the text and the point of the sermon or lesson (expository in nature);
- Based on units of the text which are of a length realistic for teaching or preaching;
- Consistent with the message and emphasis of the whole of Hebrews;
- Relevant to a contemporary audience;
- And as a whole will reflect the message of Hebrews in such a way that the audience will have an appreciation of the whole message of the whole of Hebrews.

Note bene: At least one of the projects must deal with the Christology of Hebrews and the practical relevance of the same for the modern audience. Remember that the humanity of Christ is very important in Hebrews. The sermon must incorporate or make reference to Joan Osbourne's pop rock song entitled One of Us and the Lloyd Webber's hit Jesus Christ Superstar. In both cases do not be too eager to condemn.

- b. Research and write two concise research papers on topics or texts of Hebrews in a typical research manner. Topics to be determined in consultation with the instructor.
- c. Complete and submit the Christological inventory. See handout.
- d. Listen to a recorded reading of the whole of the Epistle to the Hebrews in one uninterrupted sitting without a text in front of you, nor taking notes. Immediately after hearing the reading of the whole Epistle, without any reference to a written text, **write and submit a one page summary of what impressed you as the main point(s) of the sermon.** Try as much as possible to write this summary on basis of what you have just heard as opposed to what you remember from previous readings and study of this epistle. Eugene Peterson, *Working the Angles* expounds the benefits of hearing the text as opposed to reading the text. Any translation is acceptable. As an alternative to listening to a recording you may have a second person read to you the entire Epistle in one session.

Attendance:

There are only twelve (12) meetings of this class and class; how hard can it be to be there?

1. This is a seminar type course. **Absences are intolerable** because of the nature of the subject being learned and the manner in which this course is taught. If you must miss a class, please work through the material missed and then come to the instructor with any problems or questions. In the event you cannot be prepared, you are better being in class unprepared than not in class at all. Too many absences will affect your final grade (either by examination or adjustment by the instructor.) There is no examination for this course. However you may challenge your potential grade by writing a challenge examination based on the Greek text of Hebrews.
2. The instructor understands the demands placed on students by the week long modular course format by which some of the Ambrose programs are delivered. No explanation is necessary.
3. Please **do not ask for permission to be absent** from class for one class or a series of classes. The student has to do what the student has to do. The instructor will do what the instructor has to do. The

instructor will not give permission to any student to act in a manner which is not in the student's best interest. Nor will I be an enabler to your addiction to absenteeism.

Grade Summary:

The grade for this course is calculated as follows:

- 33.33 % -- Demonstration in class of having read the Greek text and engagement in class sessions.
- 33.33 % -- Demonstration of having read relevant materials including the in class handouts.
- 33.34 % -- Written work.

The students who are take BL621 will be held to a higher standard of accountability on Greek grammatical details in their assignments.

The available letters for course grades are as follows:

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

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

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

Other

1. There is **no Moodle page** for this course! It's all about difficulties with Greek (and Hebrew fonts). Assignments submitted electronically must begin with the student's name and an assignment short title. The instructor is not responsible for multiple assignments submitted with the same file name because the computer will only keep one.
2. **Office Hours.** These Office Hours on campus are subject to meetings called by higher authorities (president, dean, registrar), previously scheduled meetings with other students, the instructor's health (doctors' appointments, medical emergencies), snow storms, ice storms, highway closures, automobile failure, and/or "the crick rose." Book an appointment via email to ensure that I'm here, that you will receive notification of cancelation or you will not be preempted by another appointment (the above not withstanding).
 - Monday Afternoons
 - Tuesday Usually out of office.
 - Wednesday After 1:00 p.m.
 - Thursday After chapel after my morning block class.
 - Friday By appointment.

3. Electronics in Class.

- Except for reading the relevant Greek texts, use of electronic devices for all other purposes are prohibited in the class sessions.
- The recording of class sessions by any means is absolutely prohibited under all circumstances.

4. Classroom Etiquette. The following activities are considered poor classroom etiquette:

- Coming in late,
- Talking while someone else is talking,
- Disruptive behavior,
- Consumption of meals as opposed to minor snacks,
(Definition. If a knife, fork, spoon or sticks, a plate or bowl, are required it's a meal!
- Consumption of snacks in a noisy, smelly and/or disruptive manner,
- Personal grooming,
- Use of electronic devices such as cell phones, i-pods, etc.,
- Use of laptops for purposes (e.g. watching videos, playing solitaire) not directly connected to the class, and
- The practice of any behaviours considered impolite in adult company or in contravention of the laws of Alberta, specifically those prohibited while driving a motor vehicle. The provisions of Alberta's distracted driving legislation are invoked in these class session.

Depending on the degree and/or frequency of these breach(es) of etiquette, the professor may display his displeasure in any one or more of the following manners:

- Frown, scowl, rolling eye balls (his not yours),
- Utterance of sounds of disgust,
- Sarcastic comments,
- Utterance of specific prohibitions,
- Dismissal of a student from the class,
- Ending the class prematurely, or
- In extreme cases the professor's immediate departure from the classroom.

In extreme cases, in cases where the professor determines that a student's behaviour, attitude or consumables are affecting other student's negatively, the offensive individual and "theirs" will be summarily dismissed from the classroom for a "time out" the length of which will be determined unilaterally by the professor.

Policies:

Communication

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

Registration

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

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

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

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

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

Academic Policies

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

Extensions

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

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office

in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

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

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