



## Asbury Theological Seminary Syllabus

**DM(PLE) 916B: Seminar Two: Communicating To and For the Church - Two  
2.00 Credit Hours**

**Extended Learning/Online course  
2024 Spring Session/Feb 5, 2024 - May 17, 2024**

### PROFESSOR INFORMATION

**Name:** Dr. Jessica LaGrone  
**Title:** Dean of the Chapel  
**Email:** [jessica.lagrone@asburyseminary.edu](mailto:jessica.lagrone@asburyseminary.edu)  
**Office Location:** Chapel Office  
**Office Hours:** By Appointment  
**Office Phone:** 859-858-2277

### COURSE DESCRIPTION

"Communicating To and For the Church" focuses on the pastoral task of speaking to and for the church the narrative of Scripture that determines its existence and makes it possible to fulfill its vocation as God's people in the world. The course assumes that pastoral ministry is intrinsically prophetic, in that the means that are peculiar to the church's ministry serve to remind the community of the canonical witness that makes the vocation of the whole community prophetic. Exploring the prophetic witness of pastoral ministry will include identifying the particular kind of imagination and judgment necessary for the faithful preaching of the Word as a means of grace by which the Spirit builds up the church to be a holy people in the world. This course is designed for pastors and will be conducted as an extended conversation that encourages credibility and

courage in reading and speaking the Word of God for the purpose of forming faithful communities that bear witness to the Kingdom revealed in the calling of Israel and the life, death, and resurrection of Jesus Christ. Preaching will be defined as an act of worship offered to the Triune God who by the power of the Spirit continues to speak and enact his gracious promises in Christ through the witness of the Prophets and Apostles.

## PROGRAM LEARNING OUTCOMES

By the time students complete Asbury's D.Min. program, they will be able to:

### **PLO 1:**

Practice Christian dispositions and habits in community for faithful living.

- D.Min. cohorts are immersed in community-based formation around the priorities of scripture, tradition, reason, and experience.

### **PLO 2:**

Integrate leadership vision, ethic, and practice contextualized to their ministry setting.

- By methodically analyzing a specific ministry issue, D.Min. students contribute to the understanding of the practice of ministry.

### **PLO 3:**

Reflect biblically, theologically, and culturally as a lifelong learner and leader in ministry.

- Students deepen their capacities for biblical, theological, and cultural exegesis as foundations for 21<sup>st</sup> century ministry around the world.

## REQUIRED STUDENT LEARNING OUTCOMES

By the end of DM(PL)916B, students will have an *accomplished* to *exceptional* ability to:

1. Demonstrate the formational capacity to practice prophetic judgment in assessing the life and witness of the Church in the 21<sup>st</sup> century. (PLO #1)
2. Demonstrate the formational capacity to prepare sermons in light of the prophetic witness of the whole canon of Scripture that centers in the ministry of Jesus Christ, especially as this practice deepens the witness of congregations and ministry communities. (PLO #2)
3. Demonstrate the missional leadership capacity to preach prophetic sermons that address and call the church to live in faithful obedience to the Word in the power of the Spirit. (PLO #3)

## ADDITIONAL STUDENT LEARNING OUTCOMES

N/A

## COURSE INTRODUCTION



Welcome to Communicating To and For the Church! The information below provides an introduction to your faculty.

**Jessica LaGrone, D.Min.** Rev. Dr. LaGrone is the Dean of the Chapel of Asbury Theological Seminary. She is an ordained elder in the Global Methodist Church and has served as a member of its Transition Team from the beginning. Rev. LaGrone holds a Bachelor's degree in Biology from Southwestern University in Georgetown, TX and is a 2002 M.Div. graduate of Asbury Theological Seminary where she was awarded the 2002 Stanger Preaching Award. She earned her DMin. from Indiana Wesleyan University in 2021. She came to Asbury after serving as a pastor for 13 years in Texas, most recently as an Associate Pastor of the 12,000-member The Woodlands Methodist Church near Houston, Texas. Jessica's books and studies include *Namesake: When God Rewrites Your Story*, *Under Wraps*, *Broken and Blessed: How God Used One Imperfect Family to Change the World*, and *Set Apart: Holy Habits of Prophets and Kings*. Jessica also is a video co-host for the new *Disciple Bible Study Fast Track*, an adaptation of the original, bestselling *Disciple Bible Study*.

## REQUIRED TEXTBOOKS

### Second Assignments Texts

Brueggemann, Walter. *The Practice of Prophetic Imagination: Preaching an Emancipating Word*. Fortress Press, 2012. (192 pages)

\$24.49 Hardcover, ISBN: 978-0800698973

\$17.49 Kindle, ASIN: B00APJRMVQ

Johnson, Luke Timothy. *Prophetic Jesus, Prophetic Church: The Challenge of Luke - Acts to Contemporary Christians*. Wm B. Eerdmans Publishing, 2011. (198 pages)

\$21.98 Hardcover, ISBN: 978-0802803900

\$9.99 Kindle, ASIN: B0064MTO6E

Tisdale, Tubbs Leonora. *Prophetic Preaching: A Pastoral Approach*. Westminster John Knox Press, 2011. (155 pages)

\$18.69 Paperback, ISBN: 978-0664233327  
\$9.99 Kindle, ASIN: B004T4WC5Y

### **Third Assignments Texts**

Alcántara, Jared E. *Crossover Preaching: Intercultural-Improvisational Homiletics in Conversation with Gardner C. Taylor*. Strategic Initiatives in Evangelical Theology. IVP Academic, 2015. (352 pages)

\$13.29 Hardcover, ISBN: 978-0830841646  
\$12.63 Kindle, ASIN: B089VC1J37

Storey, Peter John. *With God in the Crucible: Preaching Costly Discipleship*. Abingdon Press, 2010. (176 pages)

Wogaman, J. Phillip. *Speaking the Truth in Love: Prophetic Preaching to a Broken World*. Westminster John Knox Press: 1998. (224 pages)

\$30.00 Hardcover, ISBN: 978-0664257743  
Not available on Kindle.

### **Fourth Assignments Texts**

Frymire, Jeffrey W. *Preaching from Inside the Story: A Fresh Journey into Narrative*. Lloyd John Ogilvie Institute of Preaching Series. Cascade Books, 2022. (214 pages)

\$28.00 Paperback, ISBN: 9781666726831  
\$9.99 Kindle, ASIN: B0B3TWYJTK

Guthrie, Steven R. *Creator Spirit: The Holy Spirit and the Art of Becoming Human*. Baker Academic, 2011. (240 pages)

\$25.49 Paperback, ISBN: 9780801029219  
\$16.99 Kindle, ASIN: B004XM3W4M

Neal, Jerusha Matsen and Luke A. Powery. *The Overshadowed Preacher: Mary, the Spirit, and the Labor of Proclamation*. Wm. B. Eerdmans Publishing, 2020. (267 pages)

\$27.19 Hardcover, ISBN: 9780802876539  
\$25.83 Kindle, ASIN: B089LYQ6DW

Total pages: 2,018

**REQUIRED RESOURCES**

**JUST A REMINDER:** The fall section of this course required you to read the following books on prophetic preaching. While no new textbook material is required for Section B, you will need to remain familiar with the reading material from Section A:

- **Reading** – Every D.Min. class has a minimum of reading that is required for the course. The required textbooks meet that requirement.
  - **PLEASE NOTE:** A great deal of the written material on prophetic preaching has been authored by quite liberal authors, including some of your textbook authors. At this level of education, you should be able to read materials from such points of view without subscribing to their liberal theological views. The materials in your textbooks are there, in part, to help you ascertain the structure and methodology for prophetic preaching and related subjects, not for the examples that are applied.
  - You are neither required to accept nor defend some of the examples given. You are expected, however, to discern the structures and methodologies used by these authors about the organization of a prophetic sermon.

## RECOMMENDED TEXTBOOKS

1. **Secondary Texts for Assignment #2 (not required)**
  - Brueggemann, Walter. *Finally Comes the Poet: Daring Speech for Proclamation*. Minneapolis: Fortress Press, 1989. ISBN: 978-0800623944
  - Clader, Linda L. *Voicing the Vision: Imagination and Prophetic Preaching*. Harrisburg, Pa.: orehouse Pub., 2003. ISBN: 978-0819219329
  - Hancock, Angela Dienhart. *Karl Barth's Emergency Homiletic, 1932-1933: A Summons to Prophetic Witness at the Dawn of the Third Reich*. Grand Rapids, Mich.: Wm. B. Eerdmans, 2013. ISBN: 978-0802867346
2. **Secondary Texts for Assignment #3 (not required)**
  - Neiman, James R. *Preaching from Every Pew: Cross Cultural Strategies*. Minneapolis: Augsburg Fortress Publishers, 2001. ISBN: 9780800632434
  - Powery, Luke A. *Spirit Speech* Nashville: Abingdon, 2009. ISBN: 978-0687659746
  - Thomas, Frank. *How to Preach a Dangerous Sermon*. Nashville: Abingdon Press, 2018. ISBN: 978-1501856839
3. **Secondary Texts for Assignment #4 (not required)**
  - Achtemeier, Elizabeth. *Creative Preaching: Finding the Words*. Nashville, TN. Abingdon, 1980; Zondervan, 2013. ISBN: 978-0687098316
  - Bashaw, Jennifer Garcia. *Scapegoats: The Gospel through the Eyes of Victims*. Minneapolis: Fortress Press, 2022. ISBN: 978-1506469379

- McKenzie, Alyce M. *Novel Preaching: Tips from Top Writers on Crafting Creative Sermons*. 1st ed. Louisville, Ky.: Westminster John Knox Press, 2010. ISBN: 978-0664233228

## RECOMMENDED RESOURCES

N/A

## ASSIGNMENTS AND RUBRICS OR EVALUATION CRITERIA

To successfully complete this class, students must satisfactorily complete and submit all assignments on time and actively participate and contribute to the learning community.

### 1. Exegetical Journal (20 points)

Due Date: April 12, 2023

Points/Percentage: 20

Learning Outcome: 2, 3

#### Step 1: Cut and Paste the Text

- a. The first step is to list your text. All you have to do for step one is cut and paste the text at the top of the first page of your Exegetical Journal.
- b. While that is all you have to do for step #1 of the Exegetical Journal, you should spend time reading the text before you move on to your exegetical preparation. Read for understanding and familiarity. Read in order to reconsider where the text begins and ends. Pericopes can be difficult to manage. You are not looking for a self-contained passage but what Tom Long calls a “reasonably coherent unit of thought.”
- c. Read it privately; read it out loud; read it someplace where it is “disjointed” from your normal study place (i.e., reading the story of the Prodigal Son at a farm or at a homecoming celebration for someone); read it until you can look up and still see the text.

#### Step 2: Rationale for the Text

- a. While there were some specific instructions in Part A for choosing books, themes, and texts, take a paragraph to explain why you chose this text for your preaching assignment. This should only be a paragraph of explanation.

#### Step 3: First Questions/Impressions

- a. Write down the initial questions you have of the text. While you have done some investigation of the text for your previous assignment, take a fresh look at the text in the section.

- b. What grabs you from the text? What do you have questions about in the text? What are the issues in the text that make you wonder about the what really happened in the text?
- c. There is no specific number of First Questions to have. It is whatever you think of as you look at and observe the text afresh and anew.

#### **Step 4: Word Studies**

- a. If you want to deal with some of the linguistic issues in the text, you can work on that in this section. Once you've done that, you are now ready to deal with the importance of some words from their original meanings in either Hebrew or Greek.
- b. You should only include in this section the word studies that were helpful to you in interpreting the passage. I would suggest:
  - 1) Be especially attentive to verbs and intrinsic adjectives (words that carry meanings)
  - 2) Quality bible dictionaries, word programs that give you original language definitions, etc. can be helpful at this point.
- c. Again, only include the issues that are relevant to your sermon. For instance, if you look up six words and only three are important to note for your message, just include the three in your Journal. However, you should do as much word study investigation as you need to effectively understand the text.
- d. At the end of this process, you should be able to put together either your own translation of the passage (if you like working with Hebrew and Greek languages and/or tools) or a kind of paraphrase that you put together from your word studies. You may include that here. It will not be judged on its academic merit (but is a useful discipline for exegetical work for a sermon).

#### **Step 5: Context**

- a. Poor preaching is often the result of passing on this step. Consider these issues:
  - 1) What is the immediate context of the text (what comes before and after); what is the sectional context of the text (how does it fit into this section of the book); what is the context of the text in relationship to the book; Testament; whole Bible?
  - 2) Basically, you are wanting to show you have a sense of how your passage fits into the larger context of the passage.

#### **Step 6: Explore the text historically; explore the literary character of the text; explore the text theologically**

- a. The best way to do these steps is through books that are used for N.T. or O.T. Survey classes. Check whatever textbooks you may have on the shelf from those courses to help give you an overview of the historical, literary, and theological issues in the book/text.

- 1) This is also the first time you should look at commentaries. However, only the opening sections of the commentary should be used at this point – the introductory parts that talk about the who, what, where, when ideas of the overall book.

### **Step 7: Check the Text in Commentaries**

- a. Finally, you get to open your commentaries. **DO NOT** do this step too early. It will derail your exegetical abilities. By the time you get to the commentaries, several things may be clear:
  - 1) Often you will find you have discovered much of what the commentary provides. It is a great way to confirm you have been working toward a faithful interpretation of the text.
  - 2) Sometimes the commentator will have access to background and cultural facts that you could not find elsewhere. By waiting until this point you ensure that you will be able to understand those insights and know how to integrate them into your exegesis of the text.
- b. If you include material from commentaries include your reaction to it and why you think it is important enough to include in your Journal. Do not just quote from commentaries. You will need to cite what you are quoting or commenting upon, so I can read the material. What you need to do is to react to the things noted in the commentary. The point of this step is not to “pad” the length of your Journal (it should only be 6 pages – it shouldn’t need padding but condensing) but to include only the most relevant material.

### **Step 8: Final Thoughts**

- a. By now you should be really ready to begin putting your major ideas down on paper. This is where the outline of your sermon should begin to take shape.
- b. These thoughts can be either in outline form or as a series of major concepts that will form the basis of the sermon.

### **Step 9: State the Claim of the Text Upon the Hearers**

- a. **Create a Focus and a Function Statement**
  - 1) **Focus Statement** – writing a Focus Statement means to develop a concise description of the central, controlling, and unifying theme of the sermon. In short, this is what the whole sermon will be “about.”
    - i. It encompasses what is the “Big Idea” in the text is and helps me know what has informed your perspective on the meaning of the passage.
  - 2) **Function Statement** – writing a Function Statement is a description of what the preacher hopes the sermon will create or cause to happen for the hearers.



- i. Sermons make demands upon the hearers, which is another way of saying that they provide change in the hearers (even if the change is a deepening of something already present).
- ii. The function statement names the hoped for change the sermon will produce in the listener.

### **Step 10: Include a Bibliography**

- a. Since the Exegetical Journal is an academic document, you must cite your sources. In the DMin program we use MLA for all citations. If you have questions about this, please contact the course grader for assistance.
- b. The bibliography should include both cited materials and any other materials that you used in the research into the passage. I want to be able to look at the bibliography and see the kinds of research materials you are using in your study and sermon preparation.

### **2. Sermon Manuscript (10 points)**

Due Date: April 24, 2023  
Points/Percentage: 10  
Learning Outcome: 1, 2, 3

Create a full manuscript for the sermon you will preach. You need not use the manuscript for your actual preaching, that is your choice. However, the writing of the sermon is a discipline that allows for the student/preacher to think through word usage, transitions, phrases, and overall assessment of the sermon.

- a. The length of the sermon is 15-20 minutes and the manuscript should reflect that kind of time frame. It is due at the time of preaching.

### **3. Zoom-Preached Sermon (50 points)**

Due Date: April 24, 2023  
Points/Percentage: 50  
Learning Outcome: 1, 2, 3

Prepare a sermon from one of the three sermon series assignments you did for our fall session (916A). Since you will have done some of the research for these sermons, you should have a head start on this assignment. **PLEASE NOTE:** it is only one sermon of your choice from one of the sermon series you've already created.

It is permissible to have already preached this sermon at your home church (or other appropriate venue) prior to preaching it in our Spring Zoom session.

- a. You may also choose to preach this sermon for the first time in class and use the feedback to further develop the sermon for preaching in your local context.

- b. The sermon must be between 15-20 minutes in length (including the reading of the text and any prayer you may use). Preaching under 15 minutes or over 20 will result in a decrease in your grade. Therefore, you should practice the sermon and time it before preaching it on Zoom.
- c. Remember, the function of this sermon should be in the prophetic realm. After all, that is the focus of this class and your sermon series.

**4. Sermon Self-Evaluation (20 points)**

Due Date: May 8, 2023

Points/Percentage: 20

Learning Outcome: 3

Using the feedback received during the Zoom preaching session (verbal, written, and from your professor) provide a two page, double-spaced, self-evaluation of the sermon.

Half the paper should include what you thought you did well in the sermon; the second half should concentrate on what you need to improve based on the feedback received.

You have one month following the seminar to write your evaluation. However, it is best to get the self-evaluation done as soon as you can after your preaching so that the feedback is still fresh in your mind.

Assignments				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
<b>Assignment #1:</b> Exegetical Journal	#2, 3	6 pages (double-spaced, 12-pt Times New Roman font)	20%  Due Date: 4/12/2023.  Upload to online classroom.	Faculty
<b>Assignment #2:</b> Sermon Manuscript	#1, 2, 3	Length needed to preach 15 - 20 minutes; manuscript should reflect that time frame (double-spaced, 12-pt Times New Roman font)	10%  Due Date: 4/24/2023.  Upload to online classroom.	Faculty
<b>Assignment #3:</b> Zoom-Preached Sermon	#1, 2, 3	15 – 20 minutes	50%  Due Date: 4/24/2023.	Faculty

<b>Assignment #4:</b> Sermon Self-Evaluation	#3	2 pages (double-spaced, 12-pt Times New Roman font)	20%  Due Date: 5/8/2023.  Upload to online classroom.	Faculty
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**COURSE SCHEDULE**

**ADDITIONAL ASSIGNMENT GUIDELINES**

See next pages.

<b>Student Learning Outcomes</b>	<b>Method of Assessment</b>	<b>Exemplary=4</b>	<b>Accomplished=3</b>	<b>Developing=2</b>	<b>Beginning=1</b>	<b>Evaluator</b>
<b>SLO #1:</b> Demonstrate the formational capacity to practice prophetic judgment in assessing the life and witness of the Church in the 21 <sup>st</sup> century.	Zoom-Preached Sermon  Sermon Manuscript	<i>Demonstrates, at an exemplary level, the formational capacity to practice prophetic judgment in assessing the life and witness of the Church in the 21<sup>st</sup> century.</i>	<i>Demonstrates, at an accomplished level, the formational capacity to practice prophetic judgment in assessing the life and witness of the Church in the 21<sup>st</sup> century.</i>	<i>Demonstrates, at a developing level, the formational capacity to practice prophetic judgment in assessing the life and witness of the Church in the 21<sup>st</sup> century.</i>	<i>Demonstrates, at a beginning level, the formational capacity to practice prophetic judgment in assessing the life and witness of the Church in the 21<sup>st</sup> century.</i>	Grader
<b>SLO #2:</b> Demonstrate the formational capacity to prepare sermons in light of the prophetic witness of the whole canon of Scripture that centers in the ministry of Jesus Christ, especially as this practice deepens the witness of congregations and ministry communities.	Zoom-Preached Sermon  Exegetical Journal  Sermon Manuscript	<i>Demonstrate, at an exemplary level, the formational capacity to prepare sermons in light of the prophetic witness of the whole canon of Scripture that centers in the ministry of Jesus Christ, especially as this practice deepens the witness of congregations and ministry communities.</i>	<i>Demonstrate, at an accomplished level, the formational capacity to prepare sermons in light of the prophetic witness of the whole canon of Scripture that centers in the ministry of Jesus Christ, especially as this practice deepens the witness of congregations and ministry communities.</i>	<i>Demonstrate, at a developing level, the formational capacity to prepare sermons in light of the prophetic witness of the whole canon of Scripture that centers in the ministry of Jesus Christ, especially as this practice deepens the witness of congregations and ministry communities.</i>	<i>Demonstrate, at a beginning level, the formational capacity to prepare sermons in light of the prophetic witness of the whole canon of Scripture that centers in the ministry of Jesus Christ, especially as this practice deepens the witness of congregations and ministry communities.</i>	Faculty

					<i>communities.</i>	
<b>SLO #3:</b> Demonstrate the missional leadership capacity to preach prophetic sermons that address and call the church to live in faithful obedience to the Word in the power of the Spirit.	Sermon Self-Evaluation	<i>Demonstrate, at an exemplary level, the missional leadership capacity to preach prophetic sermons that address and call the church to live in faithful obedience to the Word in the power of the Spirit.</i>	<i>Demonstrate, at an accomplished level, the missional leadership capacity to preach prophetic sermons that address and call the church to live in faithful obedience to the Word in the power of the Spirit.</i>	<i>Demonstrate, at a developing level, the missional leadership capacity to preach prophetic sermons that address and call the church to live in faithful obedience to the Word in the power of the Spirit.</i>	<i>Demonstrate, at a beginning level, the missional leadership capacity to preach prophetic sermons that address and call the church to live in faithful obedience to the Word in the power of the Spirit.</i>	Grader

**SUMMARY OF ASSIGNMENTS:** Here is a summary of the work you will be required to do to complete your assignments:

- **Reading** – While there are no further textbook materials to read, you should review the required textbooks for some of your work on the Exegetical Journal. There are numerous insights that may help you with your exegesis. When you do refer to or use those textbooks, please make sure you then include those books in the bibliography for the Exegetical Journal.
  - **Preaching Calendar** – In order to have an effective preaching experience on Zoom we will need to find synchronous dates and times when we can gather to hear and share with one another. We will try and begin this process during our September face to face time together but we will have to schedule this so that we can get maximum participation.
- **Sermon Series** – You have 12 sermons to choose from so choose wisely. As noted above, you may choose to preach a sermon in class you have already done for the congregation or you may choose one you have not preached but would like to sharpen for use in the pulpit. The choice is up to you.
  - **Prophetic Sermon** – While it may seem obvious, the intent is that your sermons will follow the prophetic nature of your sermon series in Section A. Whatever text/sermon you choose from your Sermon Series

assignment should have a prophetic bent to it, as defined in our Section A sessions together.

**Attendance/Participation:** To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. Students are responsible for notifying instructors of the reason for any absences as soon as possible and are accountable for all assignments. Makeup quizzes or exams are generally not permitted unless previously arranged with the instructor. Each faculty member will provide a written attendance policy for each class and also go over that policy on the first day of class for the course. Refer to the ATS Student Handbook for additional information regarding attendance policies and excused absences.

**Late Assignments:** Any assignment submitted after the due date and time will be reduced two numerical points for every day late. For example, two days late would reduce the grade from a 90 to an 86, unless the student talks to the professor ahead of time and receives permission to turn in the assignment late, based upon a legitimate excuse (such as illness).

**Format of Papers:** Students must use MLA academic style for completing papers; this is also the required style for your dissertation.

### INCOMPLETE WORK POLICY

**Incomplete Work:** “A grade of ‘I’ denotes that course work has not been completed due to an unavoidable emergency. Delinquency or attending to church work or other employment does not constitute an unavoidable emergency. Without an approved ‘I,’ a letter grade will be recorded based on grades received for completed work and an ‘F’ grade assigned to incomplete work” (ATS 2015-16 Student Handbook, page 67).

Letter	Lowest	Highest
A	94.00%	100.00%
A-	90.00%	93.99%
B+	87.00%	89.99%
B	84.00%	86.99%
B-	80.00%	83.99%
C+	77.00%	79.99%
C	74.00%	76.99%
C-	70.00%	73.99%

D+	67.00%	69.99%
D	64.00%	66.99%
D-	60.00%	63.99%
F	0.00%	59.99%

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00 point system is used to compute grade point standing. The grading system is:

GRADE	EVALUATION CRITERIA
A	Exceptional work: surpassing outstanding achievement of course objectives
B	Good work: strong, significant achievement of course objectives
C	Acceptable work: basic, essential achievement of course objectives
D	Marginal work: inadequate, minimal achievement of course objectives
F	Unacceptable work: failure to achieve course objectives

## GRADING

Assignment	Weight/Point Value
Exegetical Journal	20
Sermon Manuscript	10
Zoom-Preached Sermon	50
Sermon Self-Evaluation	20
	<b>Total: 100</b>

## CANVAS (LEARNING MANAGEMENT SYSTEM)

### Canvas Access

Canvas is the learning management system used for Asbury seminary classes. Log into <http://connect.asburyseminary.edu> and click on the **flashing cube** (upper right corner) to access a link to the Canvas website. Once you have logged in, it is recommended that you bookmark this page for easy access. The courses that you are enrolled in should appear as “course cards” on your Dashboard. You may navigate to your desired course here. If you do not see your course, or there is nothing in your course, please contact your professor.

## Online Course Expectations

Online courses offer students an opportunity for substantive interactions with instructors on a predictable and consistent basis. Examples of instructor interaction include:

- Instructor engagement during threaded discussions
- Instructor feedback via a rubric associated with an assignment
- General course announcements posted by the instructor
- Other direct communication with an individual student about course material or student performance within the course

Many instructors are not online on Sundays in order to honor a Sabbath day of rest.

Online course success is based upon a student's substantive and frequent engagement in online assignments such as threaded discussions, online presentations, or group assignments. The assignment descriptions will outline the frequency and type of interactions that are required of students. Assignment descriptions will be located either in the syllabus or within the Canvas Course. Instructors will provide feedback to students' about students' level of engagement as denoted in the syllabus.

## COURSE EVALUATIONS

Course evaluations are a vital part of Asbury Seminary's efforts to achieve excellence in the classroom. At the end of the semester, you will receive an email with information and directions for completing course evaluations. Your responses are completely anonymous, and your participation is greatly appreciated. If you have questions or encounter problems accessing the evaluations, contact the Help Desk at [helpdesk@asburyseminary.edu](mailto:helpdesk@asburyseminary.edu) or by phone at 859.858.2100 or toll-free at 800.2ASBURY.

## TECHNOLOGY REQUIREMENTS & SUPPORT

To take an online or hybrid class, you should be comfortable using e-mail, web browsers, word-processing software and be able to download files and create attachments. You will need the following in order to participate online:

- A computer with a current and up-to-date operating system
- Reliable, high-speed internet
- Word processing software
- A webcam (built-in or external) for video conferences, as needed
- A headset with microphone (preferable)

Contact the Help Desk for technical assistance accessing the online class, using electronic resources, or with other technical issues related to Asbury Seminary coursework.

- Email: [helpdesk@asburyseminary.edu](mailto:helpdesk@asburyseminary.edu)
- Phone: 859.858.2100 or 800.2ASBURY (toll free)



## LIBRARY RESOURCES

Library resources, research support, and library loan are available via:

- Website: [asbury.to/library](http://asbury.to/library)
- Email: [helpdesk@asburyseminary.edu](mailto:helpdesk@asburyseminary.edu)
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

### Materials Requests

Use the links on the library website to search the library catalog for available materials. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be returned or mailed to the library at either the Kentucky or Florida campus.

Students may request books, photocopies, or emailed attachments of journal articles or portions of reference books from the library. Allow 3-10 business days for requests to be filled. Contact the library for costs and instructions on how to make requests, or view the online tutorial at [guides.asburyseminary.edu/libraryloan](http://guides.asburyseminary.edu/libraryloan).

### Online Resources

- Asbury Scholar – Find library books, ebooks, journal articles, and other media at [asbury.to/library](http://asbury.to/library).
- Databases – Access links to online resources including the library catalog, online journal databases, encyclopedias, and more at [guides.asburyseminary.edu/az.php](http://guides.asburyseminary.edu/az.php).

### Research Assistance

Students should contact Research Services in the library for research assistance. Help is available for general research questions, including how to find course materials online or navigate library resources. Training for supported Bible software or bibliographic management software is also available. Appointments can be made via:

- Website: [asbury.to/library](http://asbury.to/library)
- Email: [helpdesk@asburyseminary.edu](mailto:helpdesk@asburyseminary.edu)
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

### The Writing Center

- The goal of the Writing Center is to help students improve their graduate-level writing. Assistance is available both online and on the Kentucky campus to help with various aspects of the writing process, including structure and organization, grammar, punctuation, and citation formatting. Appointments can be made by contacting the library via:
  - Website: [asbury.to/writingcenter](http://asbury.to/writingcenter)

- Email: [helpdesk@asburyseminary.edu](mailto:helpdesk@asburyseminary.edu)
- Phone: 859.858.2100 or 800.2ASBURY (toll free)
- Students can sign up for 30-minute sessions on the library website at [asbury.to/library](http://asbury.to/library).

## POLICIES

Each student is responsible for being familiar with seminary policies. Asbury Seminary reserves the right to change policies when necessary. Below are brief descriptions of a few seminary policies. For more detailed information regarding school policies, please refer to the ATS Student Handbook at [asburyseminary.edu/students/student-services/student-handbook/](http://asburyseminary.edu/students/student-services/student-handbook/)

### **Disability Accommodations**

Asbury Theological Seminary provides reasonable accommodation on an individualized basis for qualified students with disabilities. Students are required to provide documentation of a disability prior to receiving classroom accommodations. Since accommodations may require early planning before or at the start of the term and are generally not provided retroactively, students need to contact an Accommodations Officer as soon as possible. If you are a student with a disability and believe you require reasonable accommodations in this class, you will need to make an appointment with an Accommodations Officer in the Office of the Registrar on the Kentucky campus or in the Enrollment Management Office on the Florida campus. Students attending the Tennessee site should contact the Kentucky Registrar.

### **Academic Integrity**

Academic integrity is expected of every student. Plagiarism, that is, “presenting ... another’s ideas or writings as one’s own,” is considered a serious violation of integrity and is unacceptable. Detailed information, including the penalty for plagiarizing, is in the Student Handbook. For additional information about plagiarism, go to [plagiarism.org](http://plagiarism.org).

In this course we may utilize Unicheck, an automated system that compares students’ assignments with websites as well as a database of previously submitted student work. After the assignment is processed, instructors receive a report from [unicheck.com](http://unicheck.com) (through SpeedGrader™) that states if and how another person’s work was used in the assignment. For more information, see [www.unicheck.com](http://www.unicheck.com). If you have questions about academic honesty, please contact the library at [helpdesk@asburyseminary.edu](mailto:helpdesk@asburyseminary.edu).

### **Copyright Information**

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not

to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

By using online media resources, students are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury Theological Seminary and/or the original publisher is strictly prohibited.

## ZOOM

Courses may use Zoom for synchronous online instruction. These sessions may be recorded by the professor and posted into the Canvas classroom. The recorded sessions will not be downloadable, and will not be used by the professor in future classes unless there is documented permission from all of the students in the recording. Chat rooms in a Zoom call are recorded and discretion should be exercised when using the chat feature, including in private rooms.

Video recordings may be considered educational records under the Family Education Rights & Privacy Act (FERPA) and will be protected as such by the Seminary. Zoom collects only minimal client information and ensures that information is kept secure (<https://zoom.us/docs/doc/FERPA%20Guide.pdf>).

Requests for accessibility accommodations related to Zoom will be dealt with on a case-by-case basis as described above under Disability Accommodations.

## APPENDIX

N/A