



## NT2321G SYNOPTIC GOSPELS 3 Credits

**Professor Name and Title:** Rev. Keith Bergquist, D.Min.

**Professor's Contact Information:** Email/message via Populi | 616.531.0010

**Professor's Office Hours:** By appointment

**Location / Branch:** NBC|GR

**Semester / Year:** Fall 2021

**Course Days:** Tuesday **Class time:** 1:30pm–4:30pm

**Classroom:** 113

### **Mission Statement:**

Northpoint Bible College exists to create a cost-efficient, educationally and spiritually dynamic community where students are equipped to participate in the continuing work of Jesus through a rigorous curriculum of academic and theological studies, applied learning, and personal spiritual transformation.

### **Course Description:**

The course emphasizes the person and work of Christ through a mastery of factual content and the structure of the Matthew, Mark, and Luke. Special attention is given to ministry application and implementation of ideas in the contemporary church.

### **Course Objectives:**

Because of their experiences in this course of study, students should be able to:

1. Demonstrate mastery of the information related to the background and content of the Synoptic Gospels by the following:
  - a. Explain and evaluate theories concerning the authorship, destination, dating of the Gospels.
  - b. Explain and evaluate theories concerning the Synoptic Problem by identifying the main proponents, working assumptions, purpose, and method of source criticism.
  - c. Identify the main proponents, working-assumptions, purpose, and method of other analytical/critical approaches to the Gospels such as form criticism and redaction criticism.
  - d. Know evangelical responses to the issues raised by critical studies in general and to the synoptic problem in particular.
  - e. Outline the history of the various 'quests' for the historical Jesus.

- f. Describe the “gospel” genre including sub-genre, (e.g. pronouncement stories, parables, etc.) and explain how these conventions express theology.
2. Identify the major historical events in the life of Jesus.
3. Identify and explain the distinctive characteristics and theological contributions of each Gospel author.
4. Analyze specific pericopes contained in the Synoptic Gospels
  - a. Compare and contrast differences/similarities in the synoptic.
  - b. Understand the various explanations offered by scholars for these differences/similarities in parallel passages.
  - c. Explain the flow of thought in each passage and the function of that passage in the structure of the specific gospel. This discussion should include knowledge of specific exegetical, theological, or critical problems.
  - d. Identify and explain the major themes contained in the passage(s) in the teaching of Jesus.
5. Apply the contemporary relevance of Jesus' teachings to individual and corporate life in the church today. The spiritual goal of studying the synoptic gospels is to allow God, through the Spirit, to conform us to the image of his Son. When studying the gospels, we engage in spiritual formation by studying, for the most part, the very teachings of the Christ himself.
6. Demonstrate literary, historical, and theological knowledge of the Gospels through reflection papers, examinations and reading assignments.
7. Demonstrate an ability to do independent research by means of writing—reflection papers and projects, and reading assignments.
8. Project attitudes necessary for successful functioning as a Christian leader in all formats of class communication—discussion, email, forums, etc.

#### **Required Textbooks:**

The Holy Bible (A variety of translations will be used). Students will be required to read Matthew, Mark, Luke and John during the course. (125 pages)

Blomberg, Craig. *Jesus and the Gospels: An Introductory Survey*. 2nd ed. Nashville: Broadman & Holman, 2009. [NOTE: Do not purchase the first edition, as the student will literally not be on the same page or have the same material.] ISBN: 9780805444827 (450 pages)

Additional readings will be assigned during the semester (175 pages)

#### **Course Outline:**

Please note: assignments and/or readings should be completed before the start of class on the date listed.

WEEK 1: 9-14-21

Topics: Course introduction, discuss syllabus and course expectations, and begin critical methods for studying the Gospels (Chapters 4-5)

WEEK 2: 9-21-21

Topics: Continue critical methods for studying the Gospels  
Reading: Blomberg—Chapters (4-5)  
Assignment:

WEEK 3: 9-28-21

Topics: The historical Jesus  
Reading: Blomberg—chapter 10  
Assignment:

WEEK 4: 10-5-21

Topics: Political background; The Gospel of Mark  
Reading: Blomberg—chapters 1 and 6  
Assignments:

WEEK 5: 10-12-21

Topics: Religious background; The Gospel of Mathew  
Reading: Blomberg—chapters 2 and 7  
Assignment:

WEEK 6: 10-19-21

Topics: Socioeconomic background and The Gospel of Luke  
Reading: Blomberg—chapters 3 and 8  
Assignment: **Read through Gospels part 1 is due**

WEEK 7: 10-26-21

Topics: The Gospel of John; The birth and childhood of Jesus  
Reading: Blomberg—chapter 9 and 11  
Assignment:

WEEK 8: 11-2-21

Topics: The beginnings of Jesus' ministry  
Reading: Blomberg—chapter 12  
Assignment:  
**Assessment: Midterm exam will be taken in class.**

WEEK 9: 11-9-21

Topics: Jesus' Galilean Ministry—Early stages  
Reading: Blomberg—chapter 13  
Assignment: **parable project is due today**

WEEK 10: 11-16-21

Topics: Jesus' Galilean Ministry—Later stages  
Reading: Blomberg—chapter 14  
Assignment:

WEEK 11: 11-23-21

Topics: Additional teachings of Jesus in Matthew, Luke, and John.  
Reading: Blomberg—chapter 15  
Assignment:

WEEK 12: 11-30-21

Topics: Jesus' Judean Ministry  
Reading: Blomberg—chapter 16  
Assignment: **the passage project is due today**

WEEK 13: 12-7-21

Topics: Passion, Crucifixion, and Resurrection  
Reading: Blomberg—chapter 17  
Assignment: **Read through Gospels part 2 is due**

WEEK 14: 12-14-21

Topics: Historical and Theological Synthesis  
Reading: Blomberg—chapters 18 and 19  
Assignment: **Reading log is due**

WEEK 15: 12-21-21

Topics: Class wrap-up and final exam  
**Assessment: Final Exam will be taken in class.**

**Methodology:**

This class will make extensive use of literature relevant to the subject, class instruction and discussion. Personal reflection, guided by the literature, class interaction, and personal research to assess the student's understanding of the course objectives will be expressed through written projects.

**Course Requirements:**

**Class Participation – 20%:**

- Preparation, Class Engagement, and Discussion – All CO's addressed

The following criteria are used in the evaluation process:

- Participation in discussions
- Appropriateness of comments
- Comments useful for clarification or meaningful contribution to the class
- Willingness to participate in exercises and simulations
- Sensitivity to participation of others; avoids dominating discussions
- Class participation demonstrates understanding of learned theory or idea

Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice.

**Papers and Assignments – 60%:**

- Reading assignments\* — ALL CO's addressed
- Parable Report CO #4, 5, 6, 7
- Passage Report CO #4, 5, 6, 7

Specific instructions for assignments will be placed on Populi.

\*Reading logs will be submitted demonstrating 750 pages of required reading.

Evaluation of Assignments: By one of the two standard rubrics which will be identified with the assignment.

**Reflections and Exams: 20%**

- Midterm Exam Objective—10% CO #1, 2, 3, 6
- Final Exam—10% CO #1-3, 7

Evaluation of Exams:

Exams will be formatted both objectively and subjectively and will consist of matching, multiple choice, and short essay portions.

**Grading Procedure:**

Participation		200 pts
Reading assignments	4 @ varies	300 pts
Parable Report		150pts
Passage Report		150pts
Midterm Exam		100pts
Final Exam		100pts
Total		1,000pts

## **Selected Bibliography:**

- Aland, Kurt, ed. *Synopsis of the Four Gospels. English Edition*. New York: American Bible Society for the United Bible Societies, 1982; rev. printing, 1985.
- Bock, Darrell. *Jesus According to Scripture*. Grand Rapids: Baker Academic, 2002.
- Eddy, Paul Rhodes & Gregory A. Boyd. *The Jesus Legend: A Case for the Historical Reliability of the Synoptic Jesus Tradition*. Grand Rapids: Baker Academic, 2007
- Green, Joel B and Scot McKnight, eds.; I. Howard Marshall, consulting ed. *Dictionary of Jesus and the Gospels*. Downers Grove, IL: InterVarsity Press, 1992.
- Linnemann, Eta. *Is There a Synoptic Problem? Rethinking the Literary Dependence of the First Three Gospels*. Trans. Robert W. Yarbrough. Grand Rapids: Baker, 1992.
- Wenham, David and Steve Walton. *Exploring the New Testament: A Guide to the Gospels and Acts. Exploring the New Testament*, vol. 1. Downers Grove, IL: InterVarsity Press, 2001. (Chapters 1–11).
- Wilkins, Michael J. & J.P. Moreland. *Jesus Under Fire: Modern Scholarship Reinvents the Historical Jesus*. Grand Rapids: Zondervan, 1995.

## **A. Critical Introduction**

- Carson, D.A., Douglas J. Moo, and Leon Morris. *An Introduction to the New Testament*. Grand Rapids: Zondervan, 1992.
- Guthrie, Donald. *New Testament Introduction*. 3d rev. ed. Downers Grove, IL: InterVarsity Press, 1990.
- Hiebert, D. Edmond. *An Introduction to The New Testament*. 3 vols. Chicago: Moody, 1975.

## **B. Synoptic Studies**

- Bivin, David and Roy Blizzard. *Understanding the Difficult Words of Jesus*. Shippensburg, PA: Destiny Image, 1994.
- Cartlidge, David R., and David L. Dungan. *Documents for the Study of the Gospels*. Minneapolis: Fortress, 1994.
- Crossan, J. D. *The Historical Jesus. The Life of a Mediterranean Jewish Peasant*. The most famous Jesus book of our time
- Evans, Craig A (ed). *Encyclopedia of the Historical Jesus*. Routledge: Taylor & Francis, 2008.
- France, R.T. "Matthew, Mark, and Luke." In G.E. Ladd. *A Theology of the New Testament*. Revised Edition. Grand Rapids: Eerdmans., 1993. [pp. 212-245]
- McKnight, Scot. *Interpreting the Synoptic Gospels*. Grand Rapids: Baker, 1988.
- McGhee, Quentin. *The Life & Teachings of Christ: student Manual*, 4<sup>th</sup> ed. Springfield, MO: Resource and Development Ministries, 2005.
- Rhoads, David; Joanna Dewey; Donald Michie. *Mark as Story: An Introduction to the Narrative of a Gospel*. Minneapolis: Fortress, 1999.
- Stein, Robert H. *The Synoptic Problem: An Introduction*. Grand Rapids: Baker, 1987.
- Stein, Robert H. *Studying the Synoptic Gospels: Origin and Interpretation*. 2<sup>nd</sup> Ed. Grand Rapids: Baker Academic, 2001.

## **C. Critical Methodology**

- Blomberg, Craig. *The Historical Reliability of the Gospels*. Downers Grove, ILL: InterVarsity Press, 1987.

- Eddy, Paul Rhodes & Gregory A. Boyd. *The Jesus Legend: A Case for the Historical Reliability of the Synoptic Jesus Tradition*. Grand Rapids: Baker Academic, 2007
- Evans, Craig A. *Jesus and His Contemporaries: Comparative Studies*. Brill, 2001.
- Harrison, Roland K., Bruce K. Waltke, Donald Guthrie, and Gordon D. Fee. *Biblical Criticism: Historical, Literary and Textual*. Grand Rapids: Zondervan, 1978.
- Haynes, Stephen R. and Steven L. McKenzie., eds. *To Each Its Own Meaning: An Introduction to Biblical Criticisms*. Louisville, KY: Westminster/John Knox, 1993.
- Keck, Leander E. *Who is Jesus? History in Perfect Tense*. University of South Carolina Press, 2000.
- Ladd, George Eldon. *The New Testament and Criticism*. Grand Rapids: Eerdmans., 1967.
- Linnemann, Eta. *Historical Criticism of the Bible: Methodology or Ideology?* Trans. Robert W. Yarbrough. Grand Rapids: Baker, 1990.
- Linnemann, Eta. *Is There a Synoptic Problem? Rethinking the Literary Dependence of the First Three Gospels*. Trans. Robert W. Yarbrough. Grand Rapids: Baker, 1992.
- Marshall, I. Howard, ed. *New Testament Interpretation: Essays on Principles and Methods*. Grand Rapids: Eerdmans., 1977.
- Ryken, Leland. *Words of Delight: A Literary Introduction to the Bible*. Grand Rapids: Baker, 1987.
- Ryken, Leland, ed. *The New Testament in Literary Criticism*. New York: Unger, 1984.
- Soulen, Richard N. *Handbook of Biblical Criticism*. 2d ed. Louisville: John Knox, 1981.
- Wilkins, Michael J. & J.P. Moreland. *Jesus Under Fire: Modern Scholarship Reinvents the Historical Jesus*. Grand Rapids: Zondervan, 1995.
- Witherington, Ben, III. *The Jesus Quest. The Third Search for the Jew of Nazareth*. Downers Grove, Ill.: InterVarsity Press, 1995.

#### **D. Literary Approaches**

- Bailey, Kenneth Ewing. *Poet & Peasant: A Literary-Cultural Approach to the Parables in Luke*. Grand Rapids: Eerdmans, 1976.
- Barton, Stephen C. "Mark as Narrative: The Story of the Anointing Woman (Mk 14:3-9)." *The Expository Times* 102 (1991): 230-34.
- Bauer, David R. *The Structure of Matthew's Gospel: A Study in Literary Design*. Sheffield: Almond, 1988.
- Best, Ernest. *Mark: The Gospel as Story*. Edinburgh: T. & T. Clark, 1983.
- Camery-Hoggatt, Jerry. *Irony in Mark's Gospel: Text and Subtext*. Society for New Testament Studies Monograph Series, no. 72. Edited by G. N. Stanton. Cambridge: Cambridge University Press, 1992.
- Edwards, James R. "Markan Sandwiches: The Significance of Interpolations in Markan Narratives." *Novum Testamentum* 31 (1989):193-216.
- Joseph A. Fitzmyer, "The Languages of Palestine in the First Century A.D." *CBQ* 32(1970)501-531.
- Moore, Stephen D. *Literary Criticism and the Gospels The Theoretical Challenge*. New Haven, CT: Yale University Press, 1989.
- Powell, Mark Allan. *What is Narrative Criticism?* Guides to Biblical Scholarship. Edited by Dan O. Via, Jr. Minneapolis: Fortress, 1990.
- Rhoads, David. "Narrative Criticism and the Gospel of Mark." *Journal for the American Academy of Religion* 50 (1982): 411-34.
- Rhoads, David and Donald Michie. *Mark as Story: An Introduction to the Narrative of a Gospel*. Philadelphia: Fortress, 1982.
- Ryken, Leland. "The Gospels." Chapter 7 in *How to Read the Bible as Literature . . . and Get More Out of It*. Grand Rapids: Zondervan, 1984.

Shuler, Philip L. *A Genre for the Gospels*. Philadelphia: Fortress, 1982.  
Tannehill, Robert. C. *The Sword of His Mouth: Forceful and Imaginative Language in the Synoptic Sayings*. Philadelphia: Fortress, 1975.  
Wilder, Amos N. *The Bible and the Literary Critic*. Minneapolis: Fortress, 1991.

## E. Commentaries

Blomberg, Craig L. *Matthew*. The New American Commentary. Nashville: Broadman, 1992.  
Bock, Darrell L. *Luke*. Baker Exegetical Commentary on the New Testament. 2 Vols. Grand Rapids: Baker, 1994, 1996.  
Carson, D.A. "Matthew" in *The Expositors Bible Commentary*. Volume 8. Edited by Frank Gaebelin. Grand Rapids: Zondervan Publishing House, 1984.  
Cranfield, C. E. B. *The Gospel According to Saint Mark: An Introduction and Commentary*. Cambridge: At the University Press, 1972.  
France, R.T. *The Gospel of Mark*. The New International Greek Testament Commentary. Grand Rapids: Eerdmans, 2002.  
Marshall, I. Howard. *Commentary on Luke: A Commentary on the Greek Text*. The New International Greek Testament Commentary. Grand Rapids: Eerdmans, 1978.  
Morris, Leon. *The Gospel According to St. Luke: An Introduction and Commentary*. Tyndale New Testament Commentaries. Grand Rapids: Eerdmans, 1974.  
\_\_\_\_\_. *The Gospel According to Matthew*. Grand Rapids: Eerdmans, 1992.  
Witherington, Ben, III. *The Gospel of Mark: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans, 2001.

## F. Sermon on the Mount

Allison, Dale C, Jr. "The structure of the Sermon on the Mount." *Journal of Biblical Literature* 106 (September 1987):423-445.  
Boice, James M. *The Sermon on the Mount: An Exposition*. Grand Rapids: Zondervan Publishing Company, 1972.  
Bonhoeffer, Dietrich. *The Cost of Discipleship*. Revised and unabridged edition. New York: 1937, 1959.  
Brooks, James A. "The Unity and Structure of the Sermon on the Mount." *Criswell Theological Review* 6 (Fall 1992): 15-28.  
Carson, D. A. *The Sermon on the Mount: An Evangelical Exposition of Matthew 5--7*. Grand Rapids: Baker, 1978.  
Friel, Billie. *Citizens of the Kingdom: Interpreting The Sermon on the Mount for Daily Living*. Nashville: Broadman , 1992.  
Guelich, Robert A. *The Sermon on the Mount: A Foundation for Understanding*. Waco, Texas: Word Books, 1982.  
Pentecost, J. Dwight. *The Sermon on the Mount: Contemporary Insights for a Christian Lifestyle*. 2nd ed. Portland: Multnomah, 1980.  
Stott, John R. W. *Christian Counter-Culture: The Message of the Sermon on the Mount*. Downers Grove, Illinois: Intervarsity Press, 1978.



## G. Jewish Backgrounds

- Bivin, D. and Roy Blizzard. *Understanding the Difficult Words of Jesus*. Austin: Center for Judaic-Christian Studies, 1984.
- Charlesworth, James H. *The Princeton Theological Seminary dead Sea Scrolls Project*. Louisville: Westminster/John Knox Press, 1991.
- Charlesworth, James H. *The Old Testament Pseudepigrapha and the New Testament: Prolegomena for the Study of Christian Origins*. New York: Cambridge University Press, 1985.
- Cohen, S.J.D. *From the Maccabees to the Mishnah*. Philadelphia: Westminster, 1987.
- Gowan, Donald E. *Bridge Between The Testaments*. Allison Park, Pennsylvania: Pickwick, 1986.
- Neusner, Jacob. *Judaism when Christianity Began: a survey of belief and practice*. Louisville: Westminster John Knox Press, 2002.
- Nulman, Macy. *The Encyclopedia of Jewish Prayer: Ashkenazic and Sephardic Rites*. Northvale, NJ: Jason Aronson, 1993.
- Russell, D.S. *Between the Testaments*. Philadelphia: Fortress, 1989.
- Safrai, Shmuel and Menachem Stern, eds. *The Jewish People in the First Century. Historical Geography, Political History, Social, Cultural, and Religious Life and Institutions*. Philadelphia: Fortress, 1974.
- Schurer, E. *A History of the Jewish People in the Time of Jesus Christ*, revised by G. Vermes, F. Millar, and M. Goodman, and M. Black. Edinburgh: T. & T. Clark, 1973-87.
- Urbach, Efraim Elimelech, *The Sages: their concepts and beliefs*. Translated from the Hebrew by Israel Abrahams. Cambridge, MA: Harvard University Press, 1987.

## H. Online Resources:

### Audio Bibles

<http://www.biblegateway.com/resurces/audio/>  
<http://www.audio-bible.com/bible/bible.html>

### Commentaries:

Bible Monk (Versions, Atlas, maps, audio, dictionaries, lexicons, encyclopedias etc)  
<http://www.houlton.net/monk.com.htm>

John Darby's Synopsis to the Books of the Bible  
[http://bible.christiansunite.com/John\\_Darby\\_Commentary](http://bible.christiansunite.com/John_Darby_Commentary)

Robertson's Word Pictures of the New Testament  
<http://bible.crosswalk.com/Commentaries/RobertsonsWordPictures/rwp.cgi?book=mk>

John Gill's Exposition of the Bible  
<http://bible.crosswalk.com/Commentaries/GillsExpositionoftheBible/gil.cgi?book=mk>

Scofield Reference Notes (1917) Edition  
<http://bible.crosswalk.com/Commentaries/ScofieldReferenceNotes/srn.cgi?book=mk>

The People's New Testament (1891) [http://www.ccel.org/i/johnson\\_bw/pnt/PNT15.HTM](http://www.ccel.org/i/johnson_bw/pnt/PNT15.HTM)

Calvin [http://www.ccel.org/c/calvin/comment3/comm\\_vol43/htm/iii.ii.htm](http://www.ccel.org/c/calvin/comment3/comm_vol43/htm/iii.ii.htm)

J.B. Phillips <http://www.ccel.org/bible/phillips/>

Homilies by John Chrysostom <http://www.newadvent.org/fathers/2307.htm>

### Bible dictionary or encyclopedia:

Baker's Evangelical Dictionary of Biblical Theology: <http://bible.crosswalk.com/Dictionaries/>

Harper's Bible Dictionary: <http://www.bibletexts.com/glossary/joh.htm>  
Condensed Biblical Cyclopedia: <http://www.studylight.org/enc/cbc/>  
Easton's Bible Dictionary: [http://bible.christiansunite.com/Eastons\\_Bible\\_Dictionary/](http://bible.christiansunite.com/Eastons_Bible_Dictionary/)  
Hitchcock's Bible Names Dictionary: [http://www.site-berea.com/frames\\_en.html](http://www.site-berea.com/frames_en.html)  
Smith's Bible Dictionary: <http://www.biblestudytools.net/Dictionaries/SmithsBibleDictionary/>  
The International Standard Bible Encyclopedia: <http://www.studylight.org/enc/isb/>

#### Miscellaneous Topics:

The Origin of Christmas Traditions and Christ's Birth: Dr. John Barnett  
<http://www.crosswalk.com/who-is-jesus/1457395>  
An Introduction to the Gospels by David Malick <http://www.bible.org/docs/nt/books/1ti/1tm-intr.htm>  
Dr. Philip Schaff on the Resurrection: <http://bible.christiansunite.com/pnt/pnt328.shtml>  
Alfred Edersheim on the Temple: <http://www.biblestudy.org/bibleref/templems/templems.html>  
Alfred Edersheim on Old Testament Bible History: [http://philologos.org/\\_eb-bhot/default.htm](http://philologos.org/_eb-bhot/default.htm)  
The Writings of Flavius Josephus: <http://bible.crosswalk.com/History/BC/FlaviusJosephus/>  
Bible Maps: <http://www.biblestudytools.net/OtherResources/BibleMaps/>  
The Passion Week: <http://www.rc.net/wcc/readings/holyweek.htm>  
Christian Classics: <http://www.ccel.org/index/classics.html>  
Writings of the Church Fathers: <http://www.newadvent.org/fathers/>

#### Dictionaries:

<http://www.m-w.com/home.htm>  
<http://www.dict.org/bin/Dict>  
<http://dictionary.reference.com/>  
[http://smac.ucsd.edu/cgi-bin/http\\_webster](http://smac.ucsd.edu/cgi-bin/http_webster)  
<http://www.lightlink.com/bobp/wedt/wedt-artfl.html>

#### The NBC|GR Grading Scale is:

97-100 A+	80-82 B-	63-66 D
93-96 A	77-79 C+	60-62 D-
90-92 A-	73-76 C	59 or below F
87-90 B+	70-72 C-	
83-86 B	67-69 D+	

#### Policy on Attendance:

Northpoint believes the classroom is a critical part of the learning process; therefore, attendance for all class periods is both expected and necessary. The faculty understands that there may be legitimate reasons to miss classes and allows personal absences to accommodate sicknesses, emergencies, etc. If absences do occur, students are responsible for acquiring the materials covered in class and any assignments. Excessive absences will be handled as outlined in the Student Handbook.

### **Extension Policy – Projects and Major Papers:**

Extensions may be granted by the course professor for the following four reasons: 1) hospitalization for illness. A doctor's note confirming such is required; 2) extended serious illness that prevents a student from attending class. This requires a doctor's note; 3) funerals or family emergencies granted as an approved absence by the Academic Dean; 4) school-approved activities. Students are to give any doctor's notes to the Registrar upon returning to school. A note of explanation must be provided to the Registrar for an absence incurred for any of the above reasons. The student is to turn in all approved extension work to the professor by the date the professor designates on Populi. Failure to turn in a paper or project by the extended due date will result in a grade of zero for the paper or project.

### **Late Paper Policy:**

When a student does not qualify for an extension, he/she may still turn in a major paper or project up to five days late via Populi; however, a grade penalty will be applied. Professors may exercise their privilege to reject all late submissions for assignments which account for less than 10% of the final grade or which may be part of a series of assignments in which the lowest scores are automatically dropped. All major late papers and projects turned in after the start of the period on the due date will receive an automatic five-point deduction. For each twenty-four-hour period (including Saturdays, Sundays and school breaks) that the paper/project is not turned in, another five points will be deducted. If the paper is not submitted within five twenty-four-hour periods after the due date and time, an automatic score of zero will be entered for the grade with no opportunity to make up the paper.

### **Policy Concerning Electronic Devices in the Classroom:**

Policy on Use of Cell Phones and Wireless Computers in Classes: As a member of the NBC-GR academic community, each student has a responsibility to professors and fellow students. When cell phones ring and students respond in class or leave class to respond, it disrupts the educational process. Therefore, NBC-GR prohibits the use by students of cell phones including texts, instant messaging, all social media such as Facebook, etc. Due to federal regulations related the CLERY Act, cell phones are permitted in class in case of a campus emergency. All phones must be on vibrate and need only be checked if every phone vibrates at the same time.

Wireless laptop computers and/or tablet devices are highly recommended for all classes. They must always be kept in silent mode during class sessions and they may be used for academic purposes applicable to that course only. Gaming, surfing the web, utilizing social media, and emailing will be grounds for disciplinary action.

Improper use of these devices may lead also to a charge of "cheating" or academic dishonesty and additional penalties.

A sanction for class disruption or academic dishonesty may be appealed using the appeals process. However, a violation that involves a charge of academic dishonesty must be appealed before the Director of the Grand Rapids Campus. Students have the right to continue attending class while an appeal is in progress.

## **Policies on Plagiarism and Cheating:**

Any material, whether published or unpublished, copied from another writer, must be identified by use of quotation marks, block quotations, and documentation with specific citation of the source. Paraphrased material must likewise be attributed to the original author. As a school, intent on training men and women of integrity for the ministry Northpoint takes plagiarism seriously.

Plagiarism consists of the following categories:

- Use of another's ideas without giving credit
- Quoting material from published or unpublished works, or oral presentation, without giving proper citation
- Paraphrasing material, whether published or unpublished, written or oral, without proper citation
- Copying another student's paper, without that student's permission

Cheating consists of but is not necessarily limited to the following:

- Using unauthorized notes or material when taking an examination
- Copying answers to examination questions, obtaining or helping others to obtain unauthorized copies of examination questions
- Copying another person's class work/assignments and/or homework and submitting it as one's own
- Having another student do one's paper, or any other assignment, in whole or in part and submitting the assignment as one's own work
- Allowing another student to copy one's paper
- Copying another student's paper with or without that student's permission

Any Student found guilty of plagiarism will receive a letter of reprimand (to be placed on their permanent record) and may be subject to, but not necessarily limited to, the following discipline:

- First offense (faculty discipline):
  - Reduction of grade
  - Failure of assignment
- Second offense (academic staff discipline):
  - Receiving an "F" for the course
  - Removal from any extracurricular activities
  - Dismissal for one semester or more

## **Policies on Assignments:**

**Responsibility for Information:** The student will be responsible for all material presented during a class period he misses, regardless of the reason for the absence. This includes lecture material, assignment instructions or dates, test dates, changes in course requirements, etc. The student should check with a classmate to determine what was missed. Do not expect the professor to keep copies of handouts, study guides, etc.

**Out of Class Study Time:** The student should expect to devote two hours of individual study for every hour of class attendance.

Missing Exams: If a student must miss an exam due to serious illness or major emergency, he/she must contact the instructor within three days of the missed exam to arrange an alternative. Missing for such reasons as oversleeping, alarm not going off, forgetting, not being prepared, or extending a holiday or weekend will not merit a make-up opportunity. See the NBC-GR Student Handbook.

Reading: Students should expect to invest approximately 250 pages of reading per credit hour, per semester. This includes the primary text, the assignment of additional resources, and reading for research. Thus, for a two-credit course one should expect approximately 500 pages of reading, 750 pages for a three-credit course, and 1,000 for a four-credit course.

**Satisfactory Academic Progress:**

The Higher Education Amendment of 1976 mandates institutions of higher education to establish standards of 'satisfactory academic progress' for all students receiving financial aid. Northpoint Bible College will make the following standards applicable to all federal funds awarded to students:

The following Student Federal Aid programs will be subject to the standards: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant [SEOG], Federal Work-Study [FWS], Federal Direct Subsidized and Unsubsidized Loans, Federal Direct Parent Loan for Undergraduate Students [PLUS].

Please be aware that the Satisfactory Academic Progress standards also affect state grant programs.

To maintain satisfactory academic progress, a student must:

- Complete a program in not more than 150% of the published length
- Obtain a C average or equivalent 2.0 upon completion of 60 or more credits in the Bachelor of Arts program
- Complete 67% of cumulative credits attempted [including repeated and transfer credits]

Students may attempt, including transfer credits, a maximum of 192 credits before financial aid eligibility will be terminated.

The following chart applies to all full and part-time students:

Credits Completed	Cumulative GPA
1-29.5	1.60
30-59.5	1.80
60 and thereafter	2.00

The following chart shows the minimum number of completed credit hours to maintain 67% satisfactory academic progress for full-time students:

Years Completed	1	2	3	4	5	6
Credits Accrued	20	40	64	86	108	128

Students attending on a ¾ time, ½ time, or less than ½ time basis will be prorated accordingly.

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