



B8150A Introduction to the New Testament

Semester Two, 2022



Academic Staff

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The crucifixion and resurrection icons above come from *The Sinai Icon Collection* and are published through Courtesy of the Michigan-Princeton-Alexandria Expeditions to the Monastery of St. Catherine on Mount Sinai.

Credit Value	9 credit points
Prerequisites	Nil
Exclusions	B5001 Survey of the Bible; B5050 Survey of the New Testament; B8101 Biblical Studies Introduction; B7101 Introduction to Biblical Studies; B7150 Introduction to the New Testament
Mode of Study	Distance (asynchronous learning)
Workload	
Weeks in Teaching Session	12 weeks
Lecture hours	3 hours/week
Study & Assignments	9 hours/week
Total Demand Hours	144 hours

Curriculum Objective

This course unit introduces students to the critical study of the New Testament, its literary forms, historical and cultural contexts and theological themes. It provides a solid foundation for further biblical and theological study and forms part of a Specialisation in the Discipline of Biblical Studies.

Learning Outcomes

At the end of this unit students will be able to:

1. Analyse the major narratives, themes and structure of the books of the New Testament
2. Assess the significance of the main historical, social and cultural factors that provided the context of the composition of the New Testament
3. Integrate significant secondary literature into a formal critical essay on the text of the New Testament
4. Utilise skills of historical-critical exegesis in the interpretation of New Testament texts
5. Apply insights from their study to Christian life and ministry within a range of contexts

Content

1. Contents of the New Testament
2. Historical, cultural, political and religious contexts of the New Testament materials
3. The literary nature of the New Testament
4. Key methodologies and approaches to Biblical interpretation and critical issues
5. Developing skills in exegesis and writing an exegetical essay
6. Identification and analysis of key New Testament themes

Scheduled Times & Venue

This unit will be delivered by weekly Monday lectures via Zoom from 6:00pm until 9:00pm (Sydney time) beginning on July 25.

Students are strongly encouraged to login and participate in lectures in real time. Students will also have access to the video/audio recording soon after the completion of the weekly Zoom classes so they can review these in their own time.

Preparation

There are both assigned readings and supplementary readings. Students are expected to read the assigned materials before class and be prepared to discuss these materials in class. Students must also have a Bible to hand for use in class. Postgraduate students should also read widely through the supplementary materials to broaden their understanding of New Testament scholarship and make use of these materials in assessment tasks. Additional readings may be assigned during the semester.

Weekly Topics

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|-------|---------|--|
| 1. | 25 July | Interpreting Scripture in the Light of Christ |
| 2. | 1 Aug | The Apostle Paul and his Letters |
| 3. | 8 Aug | Paul Continued, the Pastoral Letters and Hebrews |
| 4. | 22 Aug* | Acts of the Apostles and the Early Church |
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| 5. | 29 Aug | School of John and the Paschal Gospel |
| 6. | 5 Sept | Gospel According to John and Apocalypse of John |
| 7. | 12 Sept | John's Letters and Themes in Paul and John |
| 8. | 19 Sept | Overview of the Four Evangelists |
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| 9. | 10 Oct | Gospel According to Matthew |
| 10. | 17 Oct | Gospel According to Mark |
| 11. | 25 Oct | Gospel According to Luke |
| 12. | 31 Oct | Jude, James and 1 & 2 Peter |
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*Week 4 class will be on 22 August not 15 August, because of the Feast of the Dormition.

Required Textbooks

Nil.

Weekly Readings

1. Interpreting Scripture in the Light of Christ

Assigned

Bible. *Romans, Galatians*.

Behr, John. *Mystery of Christ*. SVSP: Crestwood, 2006. Chapter 2.

McGuckin, John. 'Recent Biblical Hermeneutics in Patristic Perspective: The Tradition of Orthodoxy.' *The Greek Orthodox Theological Review* 47 (2002): 295-326.

Supplementary

Behr, John. *The Way to Nicaea (Formation of Christian Theology Vol. 1)*. SVSP: Crestwood, 2001. Chapter 1.

Breck, John. 'Orthodox Principles of Biblical Interpretation.' *SVTQ* 40 (1996): 77-93.

2. The Apostle Paul and his Letters**Assigned**

Bible. *1 & 2 Corinthians, Philippians, Philemon*.

Gray, Patrick. *Opening Paul's Letters: A Reader's Guide to Genre and Interpretation*. Grand Rapids, MI: Baker Academic, 2012. Week 2 extract.

Hays, Richard B. *Echoes of Scripture in the Letters of Paul*. New Haven: Yale University Press, 1993. Chapter 5.

Supplementary

Wright, N.T. and Michael F. Bird. *The New Testament in its World: An Introduction to the History, Literature, and Theology of the First Christians*. London: SPCK, 2019. Chapters 5 and 6.

Schreiner, Thomas R. *Handbook on Acts and Letters*. Grand Rapids: Baker Academic, 2019. Extract from Chapter 4 pp. 189-208.

3. Paul Continued, Pastoral Letters and Hebrews**Assigned**

Bible. *1 and 2 Thessalonians, Titus, 1 Timothy, 2 Timothy, Hebrews*.

Brown, Raymond E. *An Introduction to the New Testament*. Edited and abridged by Marion L. Soards. New Haven/London: Yale University Press, 2016. Chapter 32 Hebrews pp. 252-259.

Malherbe, Abraham. *Paul and the Thessalonians: The Philosophic Tradition of Pastoral Care*. Eugene: Wipf & Stock, 2011. Chapter 3 pp. 61-81.

Supplementary

Walker, Peter. *In the Steps of St Paul*. Oxford: Lion Hudson Ltd, 2018. Chapter 2.

4. Acts of the Apostles and the Early Church**Assigned**

Bible. *Acts, Colossians, Ephesians*.

Brown. *An Introduction to the New Testament*. Chapter 16 pp. 148-158.

Wright, N.T. and Michael F. Bird. *The New Testament in its World*. Chapter 15.

Supplementary

Cronk, George. *The Message of the Bible: An Orthodox Christian Perspective*. SVSP: Crestwood: 2010. Chapter 7.

5. School of John and the Paschal Gospel**Assigned**

Behr, John. *John the Theologian and His Paschal Gospel: A Prologue to Theology*. Oxford: Oxford University Press, 2019. Chapter 3.

Supplementary

Walker, Peter. *In the Steps of Jesus*, 2nd ed. Oxford: Lion Hudson, 2018. Chapter 11.

6. Gospel According to John and Apocalypse of John

Assigned

Bible. *Gospel According to John, Apocalypse of John*.

Origen. Trans. Ronald E. Heine. *Commentary on the Gospel According to John Books 1-10*, Vol 80 The Fathers of the Church (Washington: CUAP, 1989). Book 1 para.1-89.

Hays, Richard. *Echoes of Scripture in the Gospels*. Waco: Baylor University Press, 2016. Chapter. 4 pp. 281-296.

Supplementary

Leithart, Peter J. *Revelation I-II*. Vol. 1. London/New York: Bloomsbury, 2018. Extract.

7. John's Letters and Themes in Paul and John

Assigned

Bible. *1, 2 & 3 John*.

Brown. *An Introduction to the New Testament*. pp. 133-143.

Dodd. C.H. *The Apostolic Preaching and Its Developments*. Chicago/New York: Willett, Clark & Company, 1937. Chapter 3.

Supplementary

Wright, N.T. and Michael F. Bird. *The New Testament in its World: An Introduction to the History, Literature, and Theology of the First Christians*. London: SPCK, 2019. Chapter 33.

8. Overview of the Four Evangelists

Assigned

Bible. *Gospel According to: Matthew, Mark, Luke*.

Hays, Richard. *Echoes of Scripture in the Gospels*. Waco: Baylor University Press, 2016. Extract.

Walker. *In the Steps of Jesus*. Chapter 14, pp. 266-271.

Supplementary

Cronk. *The Message of the Bible*. pp. 121-132, 157-160.

Johnson, Luke Timothy. 'The New Testament's Anti-Jewish Slander and the Conventions of Ancient Polemic.' *Journal of Biblical Literature* 108 (1989): 419-41.

Stylianopoulos, Theodore G. *The Making of the New Testament: Church, Gospel and Canon*. Brookline MA: Holy Cross Orthodox Press, 2014. Particularly Chapter 5.

9. Gospel According to Matthew

Assigned

Bible. *Gospel According to Matthew*.

Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. 3rd ed. Philadelphia: Fortress Press, 2010. Chapter 8 Matthew.

Hays, Richard. *Reading Backwards: Figural Christology and the Fourfold Gospel Witness*. London: SPCK, 2015.*

*Students must select one Gospel, Matthew, Mark, Luke or John, to work with and request a copy of the relevant chapter of this book from the lecturer. The files cannot be made available on Moodle.

10. Gospel According to Mark**Assigned**

Bible. *Gospel According to Mark*.

Johnson. *The Writings of the New Testament*. Chapter 7 Mark.

11. Gospel According to Luke

Bible. *Gospel According to Luke*.

Johnson. *The Writings of the New Testament*. Chapter 9 Luke-Acts.

12. Jude, James and 1 & 2 Peter**Assigned**

Bible. *Jude, James, 1 and 2 Peter*.

Gray, Patrick. *Opening Paul's Letters*. pp. 153-156.

Mitchell, Margaret M. *The Heavenly Trumpet: John Chrysostom and the Art of Pauline Interpretation*. Louisville: Westminster John Knox Press, 2002. John Chrysostom's Homilies 1-3.

Supplementary

Mitchell, *Heavenly Trumpet*. Chapter 5.

Additional Bibliography

This is not an exhaustive list and students are encouraged to make use of additional commentaries, reference books and secondary literature.

Aland, Kurt and Barbara Aland, trans. Erroll F. Rhodes, *The Text of the New Testament: An Introduction to the Critical Editions and to the Theory and Practice of Modern Textual Criticism*. 2nd ed. Grand Rapids: Eerdmans, 1995.

Ashton, John. *Studying John: Approaches to the Fourth Gospel*. Oxford: Clarendon Press, 1994.

———. *Understanding the Fourth Gospel*. 2nd ed. Oxford: OUP, 2007.

Barrios, Georges. *Scripture Readings in Orthodox Worship*. SVSP: Crestwood, 2006.

Blowers, Paul and Peter W. Martens (eds.), *The Oxford Handbook of Early Christian Biblical Interpretation*. Oxford: Oxford University Press, 2019.

- Boersma, Hans, *Scripture as Real Presence: Sacramental Exegesis in the Early Church*. Grand Rapids, Baker Academic, 2018.
- Breck, John. *Scripture in Tradition: The Bible and Its Interpretation in the Orthodox Church*. Crestwood: SVSP, 2001.
- Brown, Raymond E. *Anchor Bible: The Epistles of John*. New York: Doubleday, 1982.
- _____. *Anchor Bible: John*. New York: Doubleday, 1982.
- Carter, Craig A., *Interpreting Scripture with the Great Tradition: Recovering the Genius of Premodern Exegesis*. Ada, MI: Baker Publishing Group, 2018.
- Clark, Timothy. 'Recent Eastern Orthodox Interpretation of the New Testament.' *Currents in Biblical Research* 5 (2007): 322-40.
- Coloe, Mary L. *God Dwells With Us: Temple Symbolism in the Fourth Gospel*. Collegeville: Liturgical Press, 2001. (Refer to Ch.4)
- Hengel, Martin. *Crucifixion in the Ancient World and the Folly of the Message of the Cross*. Philadelphia: Fortress Press, 1977.
- Kugel, James L. *How to Read the Bible: A Guide to Scripture, Then and Now*. New York: Free Press, 2007.
- Leithart, Peter J. *Deep Exegesis: The Mystery of Reading Scripture*. Waco: Baylor University Press, 2009.
- Louth, Andrew. 'Return to Allegory.' In *Discerning the Mystery: An Essay on the Nature of Theology*, 96–131. New York: Oxford University Press, 1983.
- Marshall, Howard. 'The Problem of New Testament Exegesis.' *Journal of the Evangelical Theological Society* 17 (1974): 67–73.

Assessment Tasks

Assessment Task	Value (%)	Date Due	Unit Learning Outcomes Assessed
1. New Testament Exegesis			
Part A Methodologies	20%	Monday 15 August, 5pm	1, 2, 3, 4
Part B Exegetical Essay	35%	Monday 26 September, 5pm	1, 2, 3, 4
2. Critique of New Testament Themes in scholarship – paper on one Gospel	25%	Monday 7 November, 5pm	1, 2,3
3. Thematic Analysis			
Part A Themes in Paul's Letters	10%	Monday 7 November, 5pm	1, 3, 4, 5
Part B Forum Discussion Questions on NT Themes (six)	10%	Various due dates. All to be completed by Monday 7 November, 5pm	1, 3, 4, 5

To submit save each assessment as a PDF file, with the signed assessment cover sheet, and upload it to Moodle.

Example of how to name a file:

B7150_#1/2/3_Surname_FirstName.pdf

B8150_#1/2/3_Surname_FirstName.pdf

Follow the SAGOTC style guide and insert footnotes at the bottom of each page to clearly reference all sources used.

Assessment Task 1: Exegeting the New Testament

Task 1. Part A. Exegetical Methodologies (20% 1,200 words)

Prepare a concise summary on each of two exegetical approaches found in NT scholarship. This task requires the following two works to be reviewed:

1. Behr, John. *Mystery of Christ*. SVSP: Crestwood, 2006. Chapter 2; **and**
2. Hays, Richard B. *Echoes of Scripture in the Letters of Paul*. New Haven: Yale University Press, 1993. Chapter 5.

Read the assigned chapters and prepare a separate summary of the exegetical methodology presented by each author (600 words on each), showing you have read and understood the material, and thought critically about what it means for the interpretation of Scripture today. You are only required to read these chapters; please do not reference any other sources. You do not need to compare and/or contrast the two chapters.

Format:

Introduction: Begin with a brief introductory paragraph outlining what the chapter covers.

Body: Identify two or three key points in the chapter about how the author interprets Scripture and write a short paragraph on each of these points.

Conclusion: Write a short concluding paragraph, assessing the overall content of the chapter and answering the following questions. Was the content of the chapter easy to understand? What questions were raised for you by this approach? How will this exegetical methodology impact how you interpret Scripture in the future?

Task 1. Part B. Exegetical Essay (35% 2,100 words)

Choose one set of lectionary readings, option 1 or 2 below, and write an exegetical essay on your chosen topic.

1. The Sunday of the Blind Man (John 9.1-38 and Acts 16.16-34); **or**
2. The Sunday of the Samaritan Woman (John 4.5-42 and Acts 11.19-26, 29-30)

Your exegetical approach must apply what was covered in Part A of Task 1 and this content will be further explained in class. Remember to show evidence that you are applying the scriptural interpretation techniques covered in class.

Read the selected texts carefully, several times. Approach this task thinking pastorally, shaping your exegesis so that it is relevant to a life of faith today and in the context of contemporary issues.

Engage with the text of your selected Gospel and Acts reading and interpret these passages. Prepare a critical exegetical essay (not a homily), which interprets them.

Format:

Introduction: At the start state a concise research question (what you are arguing for), structure your paper around that question, and state the thesis statement you will reach as your conclusion.

Body: Draw upon at least **eight** secondary works (note the Bible is not a secondary work), especially commentaries on the texts, to explain how the texts are interpreted by other scholars. When you refer to selected verses in the pericopes clearly state the specific verse references you are interpreting (suggest these become subheadings).

Focus on interpreting the Gospel account (80%). At the end, relate the Gospel reading to the Acts reading and interpret it, explaining why they might be read together in the lectionary (20%).

Conclusion: Summarise the key points that answer the question you set and conclude by explaining your thesis statement.

Assessment Task 2: Critique of New Testament Themes in Scholarship – one Gospel (25% 1,500 words)

Select one Gospel (either John, Luke, Matthew or Mark) and describe its distinctiveness; critique some key themes on it in scholarship.

You are required to read the chapter on your selected Gospel from Hays' book, *Reading Backwards*, and point out key aspects and themes from Hays' scholarship on your selected Gospel.

For instance: What is the focus of this Gospel? What are key themes in New Testament scholarship relevant to the Gospel? What makes this Gospel unique? How is the text structured? How does the author engage with and use Scripture in this Gospel (Hays' work will be important here)?

Use Biblical citations to support your work and engage with key secondary literature. Analyze major themes in the text, and use illustrations of key images and motifs from the text. Draw upon at least **six** secondary works and include Hays as one of those.

Assessment Task 3: Thematic Analysis (20% 1,200 words)

There are two parts in this task and both short answer essays are to be completed.

Part A. Themes in Paul's Letters (10% 600 words)

Answer this question: Why and how can Paul's Letters be described as "gospel"? Identify three important references to the word "gospel" in Pauline literature and use these verses to frame your answer by discussing how Paul uses each of them.

In this task reflect on the meaning of the word "gospel." How and where did Paul use the word "gospel" in his Letters? How did Paul's encounter with the crucified and risen Lord transform him to spread the good news of Jesus Christ?

In your essay consider how Paul engages with Scripture (meaning the Old Testament) and reflect on the connection between New Testament writings and Scripture. How does Paul interpret Scripture in his Letters?

This task requires you to look broadly, across Paul's writings, to come to your conclusions.

State all biblical citations used. Draw upon at least **four** secondary works.

Part B. Forum Discussions on NT Themes (10% 600 words)

Each fortnight a question will be posted in the discussion forum on Moodle for students to respond to with a short answer (approx. 100 words for each).

There will be a total of six questions across this unit that students respond to. The questions will relate to a topic or theme covered in class and no additional research will be necessary to answer them. Students will have one (1) week from when each question is posted to enter their response into Moodle on the discussion forum page. Please endeavour to do this by the specified date so all students can have timely online discussions with each other. Formal footnote referencing is not necessary.

General Criteria for Allocation of Grades

Students must complete all assessment requirements and conform to the policies.

Refer to

<http://www.sagotc.edu.au/policies/grading-system>, for further information about the grading system.

The general description of each of the grades in the table below is the overarching statement of the principles that discriminate between each of the grades.

The subsidiary descriptions (*Reading, Knowledge of topic, Articulation of argument, Analytical and evaluative skills, Problem solving, Expression and presentation appropriate to the discipline, Oral presentation skills, Tutorial preparation, Participation and interaction with others*) amplify the general description. The subsidiary descriptions are guides to the general description. Student work at any grade will satisfy some of the subsidiary descriptions without necessarily satisfying all subsidiary descriptions.

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
Percentage Score	85-100%	75-84%	65-74%	50-64%	0-49%
General Description	Outstanding work that comprehensively attains the required outcome(s) showing superior knowledge, understanding, analysis, critical interpretation, presentation, and originality	Excellent work that substantially attains the required outcome(s) showing a high level of knowledge, understanding, analysis, critical interpretation, presentation, and some originality.	Work that soundly attains the required outcome(s) showing a good level of knowledge, understanding, analysis, presentation, and some evidence of critical interpretation.	Work that satisfactorily attains the required outcome(s), with adequate knowledge, understanding, analysis, and presentation.	Work that fails to attain the required outcome(s), lacking in basic knowledge, understanding, analysis, and presentation.
Subsidiary Descriptions					
Reading	Evidence of wide, relevant, and independent reading beyond core texts and materials	Evidence of relevant reading beyond core texts and materials	Evidence of sound understanding of core texts and materials	Evidence of having read core texts and materials	Inadequate evidence of having read any of the core texts and materials
Knowledge of topic	Outstanding factual and conceptual knowledge	Substantial factual and conceptual knowledge	Extensive factual and conceptual knowledge	Satisfactory factual and conceptual	Inadequate factual and

	High Distinction (H)	Distinction (D)	Credit (C)	Pass (P)	Fail (N)
	incorporating highly distinctive insight into deeper and more subtle aspects of the topic	incorporating distinctive insight into deeper and more subtle aspects of the topic		knowledge to serve as a basis for further study	conceptual knowledge
Articulation of argument	Sustained evidence of imagination, originality, and independent thought	Evidence of imagination, originality, and independent thought	Ability to construct well-reasoned and coherent argument based on discriminating use of evidence	Ability to construct sound argument based on evidence	Inability to construct coherent argument
Analytical and evaluative skills	Evidence of highly developed analytical and evaluative skills	Evidence of well-developed of analytical and evaluative skills	Evidence of developed analytical and evaluative skills	Evidence of analytical and evaluative skills	Insufficient evidence of analytical and evaluative skills
Problem solving	Ability to solve or resolve non-routine or very challenging problems	Ability to solve or resolve routine or challenging problems	Ability to use and apply fundamental concepts and skills to basic problems	Evidence of problem-solving skills	Insufficient evidence of problem-solving skills
Expression and presentation appropriate to the discipline	Highly developed skills in expression, presentation, and documentation appropriate to wider audiences	Well-developed skills in expression, presentation, and documentation appropriate to the discipline and audience	Good skills in expression, presentation, and documentation.	Adequate skills in expression, presentation, and documentation.	Inadequate skills in expression, presentation, and documentation.
Oral presentation skills	Highly developed skills in Delivery; Content; Structure; Use of Visual Aids Response to Questions	Well-developed skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Good skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Adequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions	Inadequate skills in Delivery, Content, Structure, Use of Visual Aids, and Response to Questions
Tutorial preparation, participation and interaction with others	Evidence of outstanding preparation, highly developed skills in making focused and constructive contributions to discussion, in listening to and responding to the contributions of fellow members of the group.	Evidence of thorough preparation, well developed skills in making a constructive contribution to discussion, in working well with other members of the group and in valuing their contributions	Evidence of sound preparation, good skills in actively contributing to discussion and in responding positively to the views of others	Evidence of adequate preparation, adequate skills in participating and in listening to others while relying on others to do most of the work.	Insufficient evidence of preparation, participation, and interaction with others

Quasi-Grade Outcomes

For every unit in which they are enrolled, students will be awarded a grade or the Academic Board will record a quasi-grade (explained below).

Quasi-grade outcomes are as follows:

Extension (E)

This outcome will be recorded temporarily under extenuating circumstances, such as illness, accident, misadventure or any other serious problem which make it impossible for the student to complete assignment(s) by the end of a semester. An overall extension for a unit may be given when the student has completed at least one of the prescribed assessment tasks. The fact that several pieces of written work for different units are due within a short period is not a valid excuse for the granting of an extension. Students are expected to plan their study, employment and extracurricular activities so that they are able to submit work by the due date. Upon completion of the work the grade which most fairly describes the student's work will be given. The date for completion will be determined by the relevant lecturer, in light of the relevant policy described on the College's website.

Incomplete (I)

This outcome will be recorded temporarily when one of the assessment tasks for a unit is incomplete and an extension for the assessment item does not pertain. The student will have previously provided an explanation to the Faculty Board of St Andrew's in writing clearly stating the reasons why extra time is being sought. Upon completion of the work a Pass grade will be awarded provided that the student's work merits it, but no higher grade will be allowed. The date for completion will be determined by the relevant lecturer, in light of the relevant policy described on the College's website.

Unavailable result (U)

This outcome will be recorded temporarily where grades are unavailable at the time of monitoring of results through no fault of the student.

Withdrawal (W)

The Withdrawal grade is awarded where the student withdraws from a unit in accordance with the rules governing withdrawal as described on the College's website.

Satisfactory Progress (SP)

This outcome will be recorded where a research unit (E.g. Research Essay, Research Project, Honours Thesis) continues into the following semester. This will automatically flag that a final result is not due until the end of the next semester.

These *Guidelines* for the allocation of grades were last revised on 13 February 2020.

Course Unit Standards

The grading System for assessment tasks in all coursework units was revised in December 2011 and is outlined in the SCD Handbook, pp.82-85.

Course Unit Revision

The learning activities, learning resources, and assessment details were thoroughly

revised as of July 2022.

Late Penalty

Students must submit all assignments by the due dates set by the lecturer. Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted). Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and not be annotated by the lecturer.

Extension Policy

An extension of an assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds.

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Member Institution for authorising and signing by the Lecturer / Registrar / Academic Secretary prior to the due date. The student will then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Member Institution setting out the extreme circumstances. The appropriate Member Institution's committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to the SCD Handbook.

Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the MI and meets the needs of its stakeholder are the property of the Member Institution.

