

## Associated Canadian Theological Schools of Trinity Western University

### BNT 670A: Hebrews

Don Chang, Ph.D.  
Asst. Prof. of Biblical Studies  
Spring 2019  
3 credit hours  
Prerequisite: BIB505

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604-888-7511 (ext. 3968)  
Course Dates: Jan 14–April 8, 2019  
Class times: 6:00 – 8:40 p.m.  
Classroom: Fosmark 120

### **I. Course Description**

This course is an overview of the book of Hebrews, including a careful analysis of selected passages. Relevant hermeneutical issues are highlighted, key themes are investigated, and the enduring significance of this book is explored. The course uses exegetical and hermeneutical approaches to Hebrews in English translation(s).

### **II. Learning Outcomes**

This course aims to help you to:

1. have a deeper appreciation of and love for Jesus, the Christian faith, and Scripture;
2. become familiar with the theological presuppositions and with critical views to the introductory issues such as authorship, date, authorial-readers, and settings.
3. be equipped to interpret sections of Hebrews using historical, social, literary and religious data from the Second Temple period.
4. discern the distinctive contents and purpose of Hebrews, and the methods the author uses to accomplish his purpose.

5. be able to recognize and engage some of the debated issues in regard to Hebrews by consulting modern scholarship on Hebrews.
6. articulate theological principles for applications from Hebrews that are consistent with the original intention of biblical passage for church life today.

### **III. Course Textbooks**

#### **1. Required Textbook**

You will be expected to access a reliable English translation of the Bible (not a paraphrase) such as *ESV*, *NRSV*, or *NIV*. Beyond this, the required textbooks for the course are:

1. Hagner, Donald A. *Encountering the Book of Hebrews*. Grand Rapids, MI: Baker Academic, 2002. (213 pages)
2. Harrington, Daniel J., SJ. *What Are They Saying about the Letter to the Hebrews?* New York: Paulist Press, 2005. (96 pages)
3. Mason, Eric F. and McCrudden, Kevin B. eds. *Reading the Epistle to the Hebrews: a Resource for Students*. SBL Resources for Biblical Study 66; Atlanta, GA: Society of Biblical Literature, 2011. (307 pages)
4. Guthrie, George H., Hebrews. *The NIV Application Commentary*; Grand Rapids, MI: Zondervan, 1998. (452 pages) or Guthrie, George H., *NT 361 Book Study: The Letter to the Hebrews*. Logos Mobile Education Module; Bellingham, WA: Lexham Press, 2015.

#### **2. Recommended Reading**

- Attridge, Harold W. *A Commentary on the Epistle to the Hebrews*. Hermeneia; Philadelphia: Fortress, 1989.
- Bruce, F. F. *The Epistle to the Hebrews: The English Text with Introduction, Exposition and Notes*. *The New International Commentary on the New Testament*; Grand Rapids, MI: Eerdmans, 1964.
- Chang, Don. *Phinehas, Sons of Zadok, and Melchizedek: Priestly Covenant in Late Second Temple Texts*. LSTS Series 90; London: Bloomsbury T&T Clark, 2016. (Part 3)
- DeSilva, David A. *The Letter to the Hebrews in Social-Scientific Perspective*. Eugene, OR: Cascade books, 2012.
- Guthrie, Donald. *Hebrews*. Tyndale NT Commentaries 15; InterVarsity Press, 2009.

- Koester, Craig R. *Hebrews*. Anchor Bible 36; New York: Doubleday, 2001.
- Lane, William L. *Hebrews 1-8*. Word Biblical Commentary 47A; Dallas, TX: Word, 1991.
- \_\_\_\_\_. *Hebrews 9–13*. Word Biblical Commentary 47B; Dallas, TX: Word, 1991.

#### **IV. Course Requirements**

Typically, approximately 40 hours is required to complete the work necessary to earn 1 semester hour of credit—hence, 120 hours for a 3 credit course. Assignments must be completed and submitted on or before the deadlines noted in the syllabus in order to receive credit without penalty for this course. Should you experience a significant health/family crisis during the course, *be sure to notify both the Registrar and the professor of record immediately*. The professor marks to the following standard:

Letter Grade	Percentage	Grade Point
A+	97–100	4.30
A	93–96	4.00
A-	90–92	3.70
B+	87–89	3.30
B	83–86	3.00
B-	80–82	2.70
C+	77–79	2.30
C	73–76	2.00
C-	70–72	1.70
F	Below 70	0.00

#### **A. Reading (10%) | Due Date: April 15th, 2019**

1. Read Hebrews at least two times in its entirety in different translations (Due: Consult the Weekly Class Schedule)
  - Analyse the literary outline of Hebrews when you read it, so that you can make your reading contribute to your Hebrews Outline Paper.



- Select 3-4 articles from suggested relevant scholarly works about the outline of Hebrews and read them.
2. Required textbook reading
    - 1) By the end of the course you should have read Hagner and Harrington in their entirety (309 pages).
    - 2) By the end of the course you should have read selections from Mason-McCruden and George Guthrie (approximately 400 pages).
  3. Additional Reading
    - 3) By the end of the course you should have read at least additional 300 pages from recommended books and other resources with a view to the fulfillment of the course assignment —esp. your presentation and papers (Hebrews Outline Paper and Hermeneutical Paper).

## **B. Attendance and Class Participation (15%)**

### **1. Attendance**

The course has 12 days of class. Missing a class effects 1% deduction of one's overall grade. If a student miss more than 3 sessions (1/4 of the whole classes), s/he cannot pass the course. Consistent attendance, personal preparation and intelligent participation in informal and organized discussions in class ensure that you obtain the greatest benefit from this course.

### **2. Class presentation of Hermeneutical Research on a Biblical Text:**

- 1) Students will make class presentations (15 min. presentation + 5 min. Q&A) on a selected theme in the studies of Hebrews.<sup>1</sup>
- 2) A good presentation contains following components:
  - Recognition of a passage or passages relevant to the theme
  - Identifying subordinate issues and possible causes that raised a particular issue(s)
  - Analysis on various scholarly arguments (chronologically and contemporary) dealing with the theme and the issues
  - Exegetical analysis of the passage(s) focussing on the theme and issues: figuring out the intention of the author of Hebrews
  - Evaluation of the various scholarly arguments based on student's own exegetical analysis of the passage

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<sup>1</sup> Students consult the textbooks—Hagner, Harrington, and Mason-McCruden— for topic search

- 3) Individual presentation will be scheduled in sessions 7–11. Presentation schedule will be set at the second class-meeting.
- 4) A presentation slide (Power Point, Keynote, Prezi, etc.) must be produced and submitted a day (or a week) before one’s presentation day.
- 5) A five-page-long exegetical note paper (presentation manuscript) should be submitted with the presentation slide. The exegetical note paper is not necessarily to be written in an essay form. (Point form is acceptable)
- 6) This presentation will be the core research work for your Hermeneutical Paper.

### **B. Book Review & Critique (20%) | Due Date: March 11, 2019**

Review and critique Donald Hagner’s *Encountering the Book of Hebrews*. The *review* portion, in which you will summarize the content and argument(s) of the book, should constitute no more than 2/3 of the project. The *critique* portion in which you assess, evaluate and appreciate the text should comprise 1/3 of the project. For samples and general format of a book review and critique visit the “Review of Biblical Literature” website.<sup>2</sup> The book review and critique should be approximately five to six typewritten and double spaced pages total.

\* A good book-review paper will have the following components:

#### **Introduction (1 - 2 pages)**

1. Give full bibliographical data at the top of the page
2. Author’s educational (or scholarly) and ministry background, theological stance, which are relevant to the topic of the book in the first paragraph
3. Identify and describe the purpose of the book and the layout of the book

#### **Body (3 - 4 pages)**

- Summarize the content of the book (chapter by chapter) with reader’s own words
- Identify and describe the points of argument that the author uses to persuade his readers
- Evaluate the author’s arguments (or his explanation). Write the merits and demerits of the author’s way of explanation
- Explain what were the most important and interesting point(s) in the book for you and why.
- Deal briefly with any aspect of the book with which you disapproved, giving clear and careful explanation.

#### **Conclusion (1 page)**

Conclude with an appraisal of your reading experience (this is the reflection part). What of personal value did you learn from it? What significant insights did you gain with reference to the subject?

### **C. Literary Outline of Hebrews Paper (25%) | Due Date: Feb 11th, 2019**

Literary outline is a useful method to discern main themes, genre, and purpose of a composition. Hebrews is no exception. By making a literary outline of Hebrews, students can see the way in which the author laid out the contents and also can see the streams of the arguments of the composition. However, there is a challenge. In the history of studies on Hebrews, no outline is

<sup>2</sup> Review of Biblical Literature: <http://www.bookreviews.org>

shared by two different scholars in their published works. And not a single suggestion surpasses another. So there still exists an interesting gap to study further on the literary outline of Hebrews. For this paper, students make the following steps:

- (1) Read the text of Hebrews in its entirety (in various translations) and make a literary outline of the whole composition. Students divide bigger sections of the book and also divide subsections under the bigger sections. Section division can go further and further (or deeper and deeper) if it is necessary. Students have to provide reasonable arguments for their own section division: grammatical elements, contents or theme shift, temporal or spacial changes, genre changes, etc.
- (2) Student identify the main contents and themes on each section, and explain the way in which each section is related to another.
- (3) Students read published commentaries to compare the similarities and differences of the scholars' opinions with students' own outline. Students figure out what causes the differences. Students also make an evaluation on different outlines by scholars.
- (4) Students consult some additional scholarly articles on the literary structure on Hebrews, and identify problems and difficulties related to the literary structure of the book.
- (5) The actual papers will have Introduction, body part, and conclusion.
  - In the introduction, students briefly introduce their outlines: the model that they follow, relevant key issues which they attempt to engage, suggested overall theme of the book based on their outline, etc.
  - In the body part, (a) students present the actual literary outline. (b) Students also present reasonable arguments on their section divisions by using scholarly works positively and negatively. Students may point out several (3-5) relevant key issues and engage with them in a detailed manner as parts of their arguments. Body part may have multiple sections.
  - In conclusion, students summarize the key arguments about their outline and give a suggestion on the main purpose or theme of Hebrews based on their own outline.
- (6) Paper format
  - The paper should involves with a decent performance of research and formatted properly with title page, table of contents, and bibliography.
  - Font: Times New Roman; Font size: 12; double space
  - The paper should not exceed 2500 words (exclude the title page, table of contents, and bibliography)

#### **D. Exegetical/Expositional/Thematic Paper (30%) | Due Date: April 15th, 2019**

##### 1. Option one: Exegetical-Expositional paper

Provide an expositional paper (3500 words) that thoroughly analyzes one passage from *Hebrews* in accordance with the historical-grammatical method. Students may chose the passage(s) which was/were studied for their class presentation.

*Contents.* You will write a paper in which you:

- a. identify the literary genre(s) of the passage;



- b. describe the hermeneutical process(es) involved in your analysis of it;
- c. discuss relevant biblical, historical, cultural or literary backgrounds which contribute to your understanding of the passage;
- d. outline the structure and describe the compositional flow of the passage;
- e. identify any key word(s), and explain why it/they are key and what it/they mean;
- f. explain any significant point(s)/idea(s)/theme(s) to which the preceding steps lead the person who studies this passage;
- g. suggest at least one specific, contemporary application/illustration that you would use to drive home this/these point(s) if you were expositing this passage in your home church congregation.

## 2. Option two: Thematic-Exegetical Paper

Provide a exegetical-thematic paper (3500 words) that is developed further from students' class presentations.

*Format.* Your paper should have an outline/table of contents (the headings of which appear in the paper's body as well) and a bibliography of works consulted and cited. Title page, Table of Contents, and Bibliography are **not** counted in 3500 words.

*Length and Resources.* The paper is to be well researched and properly footnoted, containing a body of not more than 3500 words in length. *Beyond the assigned reading, consult at least three (4) current reference works (concordances, Bible dictionaries, atlas, theological dictionaries etc.), at least five (4) intermediate to advanced commentaries,<sup>3</sup> and at least five (4) appropriate journal/periodical articles and relevant specialist studies.<sup>4</sup>*

The grades for written work will be determined on the basis of strict compliance with the syllabus instructions, how logically your work is organized and how convincingly presented.

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<sup>3</sup> In order to find suitable commentaries, please consult Tremper Longman III, *Old Testament Commentary Survey* (Grand Rapids: Baker Academic, 2007; TWU Library Call Number - BS1151.52 .L6652 2007) and D. A. Carson, *New Testament Commentary Survey* (Grand Rapids: Baker Academic, 2013; ebook is available at TWU Library website).

<sup>4</sup> Search protocol to access TWU online periodicals: (1) [www.twu.ca/library/](http://www.twu.ca/library/) (2) choose "Article Indexes & Databases" (3) choose "Religious Studies" (4) choose "ATLA Religion Database with ATLA Serials" (5) Enter your username and password (6) Click "Scriptures" or "Keyword" → etc. [NOTE: Search protocols change from time to time. If you do not have success in your search, please consult a TWU Librarian for assistance.]

Write with care to proper format, style and clarity of expression (see the “Important Academic Notes from ACTS” attachment to this syllabus).

It is strongly advised that you keep copies of all submitted work. Submission should be made electronically. The preferred procedure in this instance is to upload your work into the appropriate “drop box” at the TWU *Moodle* website ([learn.twu.ca](http://learn.twu.ca)) Please remember that when you post to *Moodle*, you should “toggle” your work for security. Only in the case of an emergency (e.g., if the *Moodle* website is not accessible) should you post your work as an email attachment directly to the professor. **NOTE: In any event, ensure that all electronically submitted work carries on the title page your preferred email address for assignment returns.**

## V. Course Outline

Date	Material Covered and Readings	Notes
Monday Jan 14	<b>Session 1: Introduction</b> (1) Class Orientation / Syllabus (2) God’s Superior revelation (Heb 1:1–4; Cosmology)	- Make one’s own outline of Hebrews (resources of the studies on the outline)
Jan 21	<b>Session 2: Background of Hebrews</b> (1) The author and the authorial readers (2) Date of the composition (3) Outline structure	- 1st reading of Hebrews in its entirety
Jan 28	<b>Session 3: Hebrews 1:5–2:18 (Development of Ps 110:1—Jesus’ qualifications as Son 1: The Son’s Superior Status)</b> (1) Hebrews 1:5–2:4 (Cosmology) - Heb 1:5–14 - Heb 2:1–4 (2) Hebrews 2:5–18 (Christology) - Heb 2:5–9 - Heb 2:10–18	
Feb 4	<b>Session 4: Hebrews 3:1–4:16 (Development of Ps 110:1—Jesus’ qualifications as Son 2: The Son’s Superior Status; Scripture)</b> (1) Hebrews 3:1–19   Heb 3:1–6 Heb 3:7–19 (2) Hebrews 4:1–13   Heb 4:1–11 Heb 4:12–13 Heb 4:14–16	- 2nd reading of Hebrews in its entirety

<p><b>Feb 11</b></p>	<p><b>Session 5: Hebrews 5:1–7:28 (Development of Ps 110:4—Jesus’ qualification as Priest; The Son’s Superior Priesthood; Apostasy)</b>                  (1) Hebrews 5:1–10 (1–4; 5–10: <b>Jesus’ dual role as the Son/Priest</b>)                  (2) Hebrews 5:11–6:20 (<b>Development of Ps 110:4—Jesus’ qualification as Priest</b>)                  (1) 5:11–6:3                  (2) Hebrews 6:4–12 (4–8; 9–12)                  (3) Hebrews 6:13–20</p>	<p>- Hebrews Outline Paper Due</p>
<p><b>Feb 18</b></p> <p><b>Feb 25</b></p>	<p><b>Family Day</b>  <b>Feb 18-22 Independent Study Week</b></p> <p><b>Reading and Research Break</b></p>	
<p><b>March 4</b></p>	<p><b>Session 6: Hebrew 7:1–28 (Development of Ps 110:4—Jesus’ qualification as Priest; the Son’s Superior Ministry; Jesus as priest)</b>                  (1) Hebrews 7:1–10                  (2) Hebrews 7:11–28                  a. Priesthood:                  b. Melchizedek tradition                  c. The Law under the O/C and the Oath under the N/C</p>	
<p><b>March 11</b></p>	<p><b>Session 7: Hebrews 8:1–13 (Theological implications of Jesus’ fulfilment of Ps 110:1 and 4; The Son’s Superior Ministry; Covenant and Law)</b>                  (1) Hebrews 8:1–2                  (2) Hebrews 8:3–6                  (3) Hebrews 8:7–13                  (4) New Covenant in Hebrews and Jeremiah: New or Renewed?                  - Supersessionism in Hebrews and anti-semitism</p>	<p>- Book Review Due</p>
<p><b>March 18</b></p>	<p><b>Session 8: Hebrews 9:1–28 (Theological implications of Jesus’ fulfilment of Ps 110:1 and 4; The Son’s Superior Sacrifice; Covenant and Law)</b>                  (1) Hebrews 9:1–10                  (2) Hebrews 9:11–28                  (3) Hebrews’ use of Exodus 24                  (4) Priesthood and Covenant Interwoven                  (5) Typology in Hebrews (spatial-vertical and temporal-horizontal)</p>	<p>Class Presentation</p>
<p><b>March 25</b></p>	<p><b>Session 9: Hebrews 10:1–39 (Theological implications of Jesus’ fulfilment of Ps 110:1 and 4; The Son’s Superior Sacrifice; Israel and the Church)</b>                  (1) Hebrews 10:1–18 (5–10   A Posture of Obedience; 11–18   Decisive Sanctification)                  (2) Hebrews 10:19–25   Confidence to Enter                  (3) Hebrews 10:26–31   The Fourth Warning                  (4) Hebrews 10:32–39 (32–34   Encouragement to Stand Together; 35–39   The Need for Patient Endurance)</p>	<p>Class Presentation</p>

<b>April 1</b>	<b>Session 10: Hebrews 11:1–40 (Practical implications of Jesus’ fulfilment of Ps 110:1 and 4; Examples of Faith/The Great Hal of Faith; Faith and Rewards)</b> (1) Hebrews 11:1–3   Faith Defined (2) Hebrews 11:4–40   Heroes of the Faith (3) Literary Similarity with Sirach 44	Class Presentation
<b>April 8</b>	<b>Session 11: Hebrews 12:1–29 (Practical implications of Jesus’ fulfilment of Ps 110:1 and 4; Examples of Faith; Eschatology)</b> (1) Hebrews 12:1–11 (1–2   Jesus’ example of Faith; 3–11   Legitimized through Discipline) (2) Hebrews 12:12–17   Walk the Straight Path (3) Hebrews 12:18–24   Approaching the Mountain (4) Hebrews 12:25–29   Final Warning	Class Presentation
<b>April 15 Exam Week</b>	<b>Session 12: Hebrews 13:1–25 (Practical implications of Jesus’ fulfilment of Ps 110:1 and 4; Final Exhortation and Benediction)</b> (1) Hebrews 13:1–6   Practical Community Instructions (2) Hebrews 13:7–16   A Sacrifice of Praise (3) Hebrews 13:17–19   Call to Obedience and Prayer (4) Hebrews 13:20–25   Closing Benediction	- <b>Hermeneutical Paper Due</b> - <b>Reading Report Due</b>

\* The above class schedule is designed based on Stanley’s structural outline of Hebrews based on its’ relationship with Ps 110:<sup>5</sup>

**Stanley’s structural outline of Hebrews based on Ps 110**

- I. Jesus’ fulfilment of Psalm 110:1 and 110:4 (Jesus’ fulfilment of Ps 110:4 as well as 110:1; 1:5–7:28)
  - A. Jesus’ qualifications as Son (1:5–4:16) - Development of Ps 110:1
  - B. Jesus’ dual role as the Son/Priest (5:1–10) - Connection of Ps 2:7 and 110:1 with 110:4
  - C. Jesus’ qualifications as Priest (5:11–7:28) - development of Ps 110:4
- II. Theological implications of Jesus’ fulfilment of Ps 110:1 and 110:4 (8:1–10:39)
- III. Practical implications of Jesus’ fulfilment of 110:1 and 110:4 (11:1–13:25)
  - Session 1 / Introduction
  - Session 3 – 6 / Jesus’ fulfilment of Psalm 110:1 and 110:4
  - Session 7 – 9 / Theological implications of Jesus’ fulfilment of Ps 110:1 and 110:4
  - Session 10–12 / Practical implications of Jesus’ fulfilment of Ps 110:1 and 110:4

***Supplement: Important Academic Notes from ACTS***

**Web Support – Student Portal <https://students.twu.ca>**

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on

<sup>5</sup> Steve Stanley, “The Structure of Hebrews from Three Perspectives,” *Tyndale Bulletin* 45.2 (1994): 245–271.



the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

### **Campus Closure**

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations: CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes will be made at 6:00 a.m. and will cover all classes that begin before 1:00 p.m. A second announcement pertaining to classes that begin between 1:00 p.m. and 5:00 p.m. will be made at 11:00 a.m. A third announcement pertaining to classes that begin after 5:00 p.m. will be made at 3:00 p.m.

### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except in counselling courses, for which APA format is used, and in CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (to create an account or log in, go to: <http://libguides.twu.ca/EndNote/>) as their bibliographical manager and as a tool for formatting bibliographies. It is free. The link to EndNote from the library home page provides detailed instructions. Students will need to be aware that it is necessary to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). In EndNote Basic/Web the available formatting styles are those of Turabian Bibliography, and APA 6th edition. For Turabian, there are two formats – Notes (Bibliography) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information may be found at the following website: <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable students to create properly formatted bibliography citations, go to <http://www.eturabian.com/turabian/index.html> or <http://www.calvin.edu/library/knightcite/> (“Chicago” stands for “Turabian”).

CANIL students should consult with their own faculty on specific requirements.

**Please check with your professor to find out which style he/she recommends you use!!**

### **Course Evaluations**

Course evaluations are important for improving teaching outcomes, faculty professional development, and the student learning context. Completion of course evaluations is, therefore, considered to be a course expectation. Professors will schedule time for students to fill out online course evaluations (20-30 minutes) on their personal laptops or a collegium computer during the last scheduled class of the semester. Students who are absent that day or who are otherwise unable to complete the online course evaluation during the last class will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/research/research-ethics/default.html>. Those needing additional clarification may contact the ACTS Academic Dean’s office. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

Christian scholars at TWU regard academic integrity to be a core value. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship. This means that all members of the TWU academic community must avoid all forms of plagiarism and cheating in scholarly work. ACTS uses the TWU Student Handbook as a guide for our seminary students. Though some features in the handbook are focused on the university’s undergraduate population, it provides the essential student life information for ACTS students as well. It can be found online at: <http://www.twu.ca/studenthandbook/>.



Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource in this regard has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or can be viewed in flash (self-running) tutorials of different lengths:

<http://williambadke.com/plagiarism.ppt>

<http://williambadke.com/Plagiarism.swf> (14 minute flash tutorial)

[http://williambadke.com/Plagiarism\\_Short.swf](http://williambadke.com/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

Students with disabilities who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and such documentation should include a statement regarding the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined on the TWU website at

<http://twu.ca/life/wellness/learningresources/disabilities-and-equity-of-access/steps-to-attaining-disability-services.html>.

### **Policy Information and Student Concerns**

Information on academic and community life policies and procedures that affect students can be found in the ACTS *Academic Catalogue*, which is available on the ACTS website ([www.actseminaries.com](http://www.actseminaries.com)) under the *Academics* tab. Students who wish to communicate concerns or to lodge academic appeals are welcome to contact the appropriate faculty or staff member directly, or to fill out and submit the relevant Concerns & Grievances or Appeals form found on the *Files & Forms* page of the *Current Students* section of the ACTS Website.