

CHIS674

**DEVELOPMENT OF SEVENTH-DAY
ADVENTIST THEOLOGY**

October 22-28, 2017

Dr. Merlin D. Burt

Forest Lake SDA Church Apopka, FL

GENERAL CLASS INFORMATION

Class acronym: **CHIS674**
Class name: **Development of SDA Theology**
Semester & year: Fall 2016
Class location: Forest Lake SDA Church
515 Harley Lester Ln
Apopka, FL 32703
407.869.0680
Class time/day: 6 pm–8 pm Sunday and 8 am – 12 pm, 1:30 pm – 6 pm, Monday - Thursday
Credits: 3

BULLETIN CLASS DESCRIPTION

Origin and subsequent modification of characteristic Seventh-day Adventist teachings in such areas as the Sabbath, sanctuary, atonement, covenants, creation, conditional immortality, worship, typology, eschatology, Christology, and righteousness by faith. Prerequisite: CHIS570 or equivalent.

This course is a study of the development of the doctrines and teachings of the Seventh-day Adventist Church. Special attention will be given to initial core distinctive beliefs and subsequent progressive developments with attention to new doctrines, teachings, and important theological adjustments.

INSTRUCTOR CONTACT DETAILS

Professor: **Merlin D. Burt, PhD**
Phone: (269) 471-3209, office
(269) 473-2838, home (please do not call before 8:00 A.M. or after 9:00 P.M.)
Email: burtclasses@andrews.edu (Please include the **course number** in each correspondence)
Office location: Center for Adventist Research, James White Library, 1st Floor
Office hours: By appointment

Alternate Contact: Heidi Magesa, Project and Event Manager
269.471.3986, office
burtclasses@andrews.edu (Please include the **course number** in each correspondence)

LearningHub: learninghub.andrews.edu (login with your AU account information)
All assignments must be submitted through LearningHub.
NO emailed assignments will be accepted.

INSTRUCTOR PROFILE



Merlin D. Burt is director of the integrated Center for Adventist Research at Andrews University. He is also director of the White Estate Branch Office and professor of Church History at the Seventh-day Adventist Theological Seminary. He has been with the Ellen G. White Estate since 1993.

Previous to his present position he served for ten years as director of the Loma Linda University White Estate Branch Office, as chair of Archives and Special Collections, and with the Faculty of Religion at Loma Linda University.

Dr. Burt received his Ph.D. from the Andrews University Seventh-day Adventist Theological Seminary in 2003. His dissertation examined the development and integration of the Sabbath, sanctuary, and Ellen White's role in Sabbatarian Adventism between 1844 and 1849.

He has published numerous articles and chapters and has served variously as a speaker, editor, and organizer of various conferences and symposiums. He is author of *Adventist historical Places: New York and New England*; is in the process of writing a textbook on the development of Seventh-day Adventist theology; and is editor of *Understanding Ellen White*, a book published by Pacific Press for the Ellen G. White Estate on Ellen White Issues.

Previous to his academic and administrative appointments, Dr. Burt served in the United States as a pastor in Ohio and California. He is married to Sarah, and together they have two grown sons and a daughter. They also have two grandchildren. Dr. Burt's hobbies include collecting Adventist-related materials and woodworking. His passion is for Seventh-day Adventists to connect God's leading in the past to a personal living Christian experience.

TEXTBOOKS, RECOMMENDED READINGS & CLASS BIBLIOGRAPHY

Required

1. Burt, Merlin D., "Development of Seventh-day Adventist Theology Outline Syllabus." This Outline Syllabus functions as a textbook and should be carefully studied. (11 pages) Must be purchased from the Center for Adventist Research. Please contact burtclasses@andrews.edu for more information and pricing.
2. Burt, Merlin D., comp, "Source Materials for CHIS674: The Development of Seventh-day Adventist Theology," 2006. (795 pages) Can be downloaded in electronic form in LearningHub. This is only for reference. You are not required to read this material.
3. Knight, George. *William Miller and the Rise of Adventism*. Nampa, ID: Pacific Press, 2010. (336 pages) You should spend only a maximum of about 10 hours reading/reviewing this book. The purpose of examining this book is to provide a level of familiarity with the Millerite movement.
4. Burt, Merlin D. "The Historical Background, Interconnected Development, and Integration of the Doctrines of the Sanctuary, the Sabbath, and Ellen G. White's Role in Sabbatarian Adventism from 1844 to 1849" (Ph.D. dissertation, Andrews University, 2002). (462 pages) You should spend only a maximum of about 15 hours reading/reviewing this book. The purpose of examining this book is to provide a level of familiarity with the beginning of Sabbatarian Adventism. Can be downloaded in electronic form in LearningHub.

TEXTBOOKS, RECOMMENDED READINGS & CLASS BIBLIOGRAPHY (Cont.)

Recommended for optional background reading

1. Knight, George R. *A Search for Identity: The Development of Seventh-day Adventist Beliefs*. Hagerstown, MD: Review and Herald, 2000. (223 pages)
2. P. Gerard Damsteegt. *Foundations of the Seventh-day Adventist Message and Mission*. Berrien Springs, MI: Andrews University Press, 1977. (348 pages)

CLASS POLICIES

Academic Integrity

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the *Andrews University Bulletin 2010*, page 30.

"Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university." *Andrews University Bulletin 2010*, page 30.

Assessment Submission

All written work should be submitted electronically, through LearningHub (learninghub.andrews.edu).

Class Attendance

"Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence." *Current AU Bulletin*.)

Class Absences

"Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records." (*Current AU Bulletin*.)

Excused Absence

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.” (*Current AU Bulletin.*)

Classroom Seating

Give a statement about your policy on classroom seating (e.g. To facilitate the instructor in learning each student’s name, please select a permanent seat (for at least the first half of the semester) in the classroom.)

Disability Accommodations

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Late Submission

1. LearningHub will automatically reject late submissions. If you miss the deadline, please email a copy to the professor at burtclasses@andrews.edu.
2. The following penalties will be applied for late submission of assessment items:
 - a. ALL assignments MUST be turned in on time in order to get full credit.
 - b. LATE ASSIGNMENTS WILL NOT BE ACCEPTED for full credit. Late assignments will be REDUCED 10% PER WEEK UP TO THE TIME OF THE FINAL EXAMINATION.
 - c. Assignments received by due date: (possible A grade)

Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

Incomplete grade (I)

An incomplete grade indicates that the student’s work is incomplete because of illness or unavoidable emergency circumstances and not because of excessive class load, negligence, or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued. The 2015-2016 incomplete fee is \$34. The university does not allow a DN or DG for MDiv students taking distance learning classes.

An I may be given when the instructor and the student agree to terms stated in an Incomplete Contract. The I is given to a student when the major portion of the work for the course has been completed. The contract states (1) the remaining work to be completed, (2) a plan with timelines for completion of the work, (3) the time limit, and (4) the grade the student will receive if the work is not completed by the agreed-upon time.

Ordinarily, an I shall be removed during the following semester. However, an I contracted in the spring semester may be extended to the autumn semester. Any request for an extension of time beyond the contracted time shall be made in writing before the end of the contracted date and approved by the dean of the college/school in which the course is offered. The number of I's on a student's record affects the student's class and workload.

Language and Grammar

There is an expectation that a student enrolled in a graduate program possesses advanced written language skills, particularly in the language in which the degree is acquired. Thus, no special consideration will be given to English as a second language learners or native-English speakers who have yet to obtain mastery in written English. Such students are advised to seek the assistance of the campus writing lab or procure the services of an editor prior to the submission of their assignments. Tips for success include reading your assignments aloud and having someone else do likewise prior to submission. This practice will provide you with immediate feedback on your written assignments.

Teacher Tardiness

"Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean." (*Current AU Bulletin.*)

SYLLABUS REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

BROADER COURSE OBJECTIVES

The objectives of this class are:

1. Knowledge – upon successful completion of this course the student will:
 - a. Understand the Millerite theological background to Seventh-day Adventist (SDA) doctrines.
 - b. Know the historical theological development of major SDA doctrines.
 - c. Understand the various stages of Adventist theology since its inception.
 - d. Provide an understanding of the contemporary theology tensions in Adventism in light of their historical roots.

2. Skills–upon successful completion of this course the student will:
 - a. Be able to critically analyze, understand and evaluate Seventh-day Adventist teachings, in the context of their historical development.
 - b. Read, understand and critique primary sources of Adventist theology.
 - c. Research, evaluate and analyze major theological ideas of Adventism.
 - d. Develop methods to present Adventist theological development.

3. Attitudes, Values and Commitments–upon successful completion of this course the student will:
 - a. Foster an attitude towards Adventism that is both courteous and critical.
 - b. Value the significance of Adventist theology to the mission of the church.
 - c. Appreciate the developmental nature of God’s leading to a greater understanding of Bible truth.
 - d. Appreciate the work of the various founders of Adventism and their role in establishing the theology of the church.
 - e. Recognize the role that Ellen G. White and the Bible played in the development of SDA theology.
 - f. Commit to emulate the spirit of the founders of Adventism in advancing the work of Gospel.

GUIDELINES AND ANNOUNCEMENTS

1. The student is responsible to know all material presented in the *CHIS674: Development of Seventh-day Adventist Theology* outline textbook and lectures.

OUTLINE OF TOPICS AND ASSIGNMENTS

Outline of Class (see Lecture Outlines PDF on LearningHub):

- | | |
|--|----------------|
| <ol style="list-style-type: none"> 1. Millerite Background of Adventist Theology –up to 1844 <ol style="list-style-type: none"> a. Historical and theological roots of Millerism b. William and his call to service c. Millerite Distinctives d. Millerite Conditionalism and Sabbatarianism | Outlines 1-4 |
| <ol style="list-style-type: none"> 2. The Emergence of Sabbatarian Adventism- 1844 to 1850 <ol style="list-style-type: none"> a. 1844 Disappointment and the division of Millerite Adventism b. Bridegroom Adventism and the Atonement <ol style="list-style-type: none"> i. The Rise of Sabbatarianism ii. Linking the Sabbath and Sanctuary iii. Sabbath Conferences and the Sealing Message iv. The Shut Door view | Outlines 5-11 |
| <ol style="list-style-type: none"> 3. Developing Movement and Organization- 1850 to 1888 <ol style="list-style-type: none"> a. Time to Begin the Sabbath b. The Role of Spiritual Gifts and the Great Controversy theme c. Church Organization and Tithing | Outlines 12-14 |
| <ol style="list-style-type: none"> 4. A New Focus on Christology and Salvation- 1888 to 1915 <ol style="list-style-type: none"> a. 1888 and the Law in Galatians Controversy b. Adventist’s Understanding of the Trinity & the Divinity of Christ c. The Human Nature of Jesus | Outlines 15-17 |
| <ol style="list-style-type: none"> 5. Theological Conflicts and Refocusing on Unity and Mission <ol style="list-style-type: none"> a. Fundamentalism versus Modernism b. The 1919 Bible Conference c. Theology of M. L. Andreasen and Questions on Doctrines d. Desmond Ford Crisis, Sanctuary, and Ellen G. White | Outline 18 |

SAMPLE MAPM Intensive Class Schedule

SAMPLE MAPM Intensive Class Schedule			
Schedule for class meetings:			
			Running total
Sunday	6-8 p.m.	2 hours	2
Monday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	11
		9	
Tuesday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	20
		9	
Wednesday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	29
		9	
Thursday	8:00-12:30 p.m. 1:30-6:00 p.m.	4.5 hours 4.5 hours	38
		9	
Pre/Post-session	Guest lectures to be viewed on-line	7 hours	45
		7	

Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class:

Estimated Time for this Class—MAPM—3 credit (135 hours)		
Class Lectures face to face	38	
Pre/Post Online	7	
Independent Completion of Assignments		
Reading	Total #of hours based on Seminary guidelines	
Post-Intensive Assignment(s)		
Total Hours	135 hours	

GUIDELINES FOR SPECIFIC ASSIGNMENTS:

GUIDELINES FOR SPECIFIC ASSIGNMENTS	
	15-20 pages/hour for light reading not to be tested on
	10-15 pages/hour for heavy reading for exams or Bible Commentaries
Writing time:	2.5 – 3 hours/double spaced page, from start to finished product
Reflective Writing Assignment:	0.5 hour per page

LEARNING OUTCOMES (SLO & MAPM)

Student Learning Outcomes (SLO)

The student should be able to:

1. Know the theological origins of Adventist theology.
2. Examine primary sources of Adventist theology.
3. Explain the historical theological development of major SDA doctrines.

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes

1. Delivers effective biblically based sermons.
2. Demonstrates proper biblical interpretation skills.
3. Understands the historical–theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrates an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

CRITERIA FOR ASSESSMENT

Primary Source Research Report Grading Guide

Parts of Paper	Points Possible	Points Given	Comments
Overview of Document Content	36 points (12 for each)		
Implications for Seventh-day Adventist Theological Development	36 points (12 for each)		

Earlier or Later Theological Development	15 points (5 for each)		
Biblical Critique	24 points (8 for each)		
Correct Spelling and Grammar	14 points		
TOTAL POSSIBLE	125 points		

GRADING CRITERIA AND COURSE ASSESSMENT

Grading System

1. Two-page Book Reviews	40 points (20 pts each)
2. Primary Source Selection	20 points
3. Final exam	100 points
4. Primary Source Statement of Review	20 points
5. <u>Primary Source Research and Report</u>	<u>125 points</u>
TOTAL	305 points

Grading Scale

A = 95-100	B = 80-84	C = 65-69
A- = 90-94	B- = 75-79	C- = 60-64
B+ = 85-89	C+ = 70-74	D = 45-59

Late Submission

The following penalties will be applied for late submission of assessment items:

Assessments received by due date:	(possible A grade)
Delay up to 60 days:	(no better than an A- grade)
Delay up to 90 days:	(no better than a B+ grade)
Delay up to 120 days:	(no better than a B grade)
Delay up to 150 days:	(no better than a C grade)

Assessment Submissions

LearningHub: learninghub.andrews.edu

PRE-INTENSIVE REQUIREMENT DETAILS

A. Two-page Book Summaries

20 points

Download and read/review the required materials. The definition of read/review means that you spend serious time working through the content of the book but not necessarily reading everything. The reading is for background to prepare you for the class presentations. The books to read/review are:

- *William Miller and the Rise of Adventism*. Nampa, ID: Pacific Press, 2010. (20 pts.)
- Burt, Merlin D. "The Historical Background" (Ph.D. dissertation, Andrews University, 2002). (20 pts.)

Write a two-page summary for each of the books. **Your work must be submitted through LearningHub. NO emailed assignments will be accepted. DUE October 22, 2017, the first day of class.**

- Learning Outcome #3-B
 - Demonstrates advanced understanding of Adventist history, theology, doctrines, and lifestyle.
 - Description
 - Identify central issues, and understand historical- theological development of SDA beliefs
 - Evidence
 - Book summaries

DURING INTENSIVE REQUIREMENT DETAILS

A. Lecture and In-class Learning

- Learning Outcome #3-B
 - Demonstrates advanced understanding of Adventist history, theology, doctrines, and lifestyle.
 - Description
 - Identify central issues, and understand historical- theological development of SDA beliefs
 - Evidence
 - **Final Exam Thursday, March 16, 2017.**

B. Primary Source Selection

20 points

- C. Submit an electronic copy of the three (3) primary sources you have chosen to study. **Your work must be submitted through LearningHub. NO emailed assignments will be accepted.** See page 11 for a listing of the Primary Source Documents.
DUE Thursday, October 28, 2017.

POST-INTENSIVE REQUIREMENT DETAILS

D. **READING: Primary Source Reading/Review**

20 points

Review each source in "Source Materials for CHIS674: The Development of Seventh-day Adventist Theology," 2006. (See page 11.) For the purposes of this class, "review" is defined as examining the material conceptually and not necessarily reading the material in detail. Assessment will be determined by report and by examination. Up to three points per examination will be from the primary source materials. A review report stating that the sources have been examined will be due by the end of

the semester. **Your work must be submitted through LearningHub. NO emailed assignments will be accepted. DUE December 7, 2017.**

- Learning Outcome #3-G
 - Engages in Biblical and theological reflection as the basis for ministry.
 - Description
 - Demonstrates clear argumentation of specific aspects of SDA historical-theological development
 - Evidence
 - Electronic and/or paper Project

E. PROJECT: Primary Source Research and Report 125 points

The student will select three primary sources from the following source materials contained in the class Source Syllabus and compile a list identifying the three selected primary sources. **Your work must be submitted through LearningHub. NO emailed assignments will be accepted.** A 3-to-5-page report of each of the three sources for a total of 9 to 15 pages (typed and double spaced) should include an overview of the content, implications for Seventh-day Adventist theology including connections to later theological development, and a Biblical critique. A minimum “C” grade for the paper/research is required to pass the class. See grading rubric on page 8. **DUE December 7, 2017.**

PORTFOLIO

	Competencies Addressed	Assessment Methods	Portfolio Artifacts
3	<i>Developing Theologian</i>		
B	Demonstrates advanced understanding of Adventists history, theology doctrines and lifestyles	Primary Source Research Report Final Examination Book summaries	Book summaries Class notes and Outline Syllabus Primary Source Research Report Final Examination
G	Engages in biblical and theological reflection as the basis for ministry	Primary Source Research Report Final exam	Book summaries Class notes and Outline Syllabus Primary Source Research Report

PRIMARY SOURCE DOCUMENTS

Select three (3) primary source documents and write a 3 to 5-page report including an overview of the content, implications for Seventh-day Adventist theology including connections to later theological development, and a Biblical critique.

1. *William Miller's Apology and Defense*, 1845.
2. Miller, William, *Letter to Joshua V. Himes, on the Cleansing of the Sanctuary*, 1842.
3. Fitch, Charles, *Come Out of Her My People*, 1843.
4. Hale, Apollos and Turner, Joseph, "Has not the Savior Come as Our Bridegroom?" *The Advent Mirror*, Jan. 1845.
5. Crosier, O. R. L., *Day-Dawn*, March 26, 1845.

6. Crosier, O. R. L., *Day-Star*, Feb. 7, 1846.
7. "Hiram Edson Manuscript Fragment."
8. Preble, T. M., *A Tract Showing that the Seventh Day Should Be Observed as the Sabbath*, 1845.
9. Bates, Joseph, *The Seventh Day Sabbath, a Perpetual Sign*, 1846.
10. Bates, Joseph, *The Seventh Day Sabbath, a Perpetual Sign*, 1847.
11. Bates, Joseph and White, Ellen G., *A Vision*, April 7, 1847
12. White, James, "The Third Angel's Message," *Present Truth*, April 1850.
13. White, Ellen G., MS #24, 1888, "Looking Back on Minneapolis."
14. The Bible Conference of 1919 Bible Conference Minutes, *Spectrum*, vol. 10, no. 1.
15. Andreasen, M. L., "The Last Generation," from *The Sanctuary Service*, 1947.
16. Unruh, T. H. "The Seventh-day Adventist Evangelical Conferences from 1955-1956," in *Adventist Heritage*, Winter 1977.
17. Andreasen, M. L., "Letters to the Churches," Letter #1"
18. Other sources directly related to the topics covered in the class may be chosen with the Professor's approval

APPENDIX 1

CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfils the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling centre, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstratable competency has been observed.

EXTRA CURRICULAR ACTIVITIES

- You cannot be graded on the type of paper you could have turned in if you had had more time.
- You cannot be graded or given credit in this class on extra-curricular activities you may be involved in.
- It is unreasonable to expect a better grade because you are a nice person or are friends with the lecturer.
- It is unreasonable to demand a good grade because you believe you have been called by God, and thus, should automatically be given good grades despite poor performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarising the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.