

GSEM 530  
**DOCTRINE OF THE SANCTUARY**  
*February 24–28, 2019*  
*Instructor: Felix H. Cortez, PhD*



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# Andrews University

GSEM 530-038

## DOCTRINE OF THE SANCTUARY

FEBRUARY 24–28, 2019

Spring 2019

MA in Pastoral Ministry

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### GENERAL CLASS INFORMATION

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Class acronym:	GSEM 530-038
Class name:	Doctrine of the Sanctuary
Year & Semester:	Spring Semester 2019
Class location:	Northern New England Conference Office, 479 Main Street, Westbrook, ME 04092
Class time/day:	<b>Sunday, 6 p.m. – 8 p.m.</b> Mon. – Thurs. 8 a.m. – 12:30 p.m.; 1:30 p.m. – 6 p.m.
Credits offered:	3

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### INSTRUCTOR CONTACT

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Instructor:	Felix H. Cortez
Telephone:	(269) 363-9772
E-mail:	<a href="mailto:fcortez@andrews.edu">fcortez@andrews.edu</a>
Office Location:	Andrews University; Seminary N127
Office Hours:	By Appointment
Course Webpage:	<a href="http://learninghub.andrews.edu">http://learninghub.andrews.edu</a>
Administrative Assistant/GA:	Glenda Patterson
Telephone:	(269) 471-3218
Email:	<a href="mailto:mareligion@andrews.edu">mareligion@andrews.edu</a>
Office Location:	Seminary Building N124

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### BULLETIN COURSE DESCRIPTION

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A study of the earthly and heavenly sanctuaries with special emphasis on the books of Leviticus, Daniel, Hebrews and Revelation. Team taught by members of various departments.

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## SYLLABUS REVISION STATEMENT

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

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## MAPM PROGRAM OUTCOMES

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

1. Delivers effective biblically based sermons.
  2. Demonstrates proper biblical interpretation skills.
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## STUDENT LEARNING OUTCOMES (SLO)

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### **As a result of diligent participation in this course, the student will:**

1. Tell the story of salvation through Christ as the Bible demonstrates it through accounts of services at His earthly and heavenly sanctuaries.
  2. Explain the righteousness of the character of God (from a Biblical perspective) as revealed in the biblical sanctuary services.
  3. Teach people how to get in touch with Jesus in the heavenly sanctuary, where He is working now, so that they can receive the transforming gifts of His sacrifice and presence through the Holy Spirit.
  4. Preach and teach the biblical sanctuary message in evangelistic and other settings in a manner that is exegetically sound, balanced, appealing, persuasive, answers objections, and motivates people to receive God's special end-time grace that prepares for Christ's return to Planet Earth.
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## TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

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### **Required:**

1. Leviticus, Daniel, Hebrews, and Revelation in an English translation of the Bible, not including a paraphrase or The Clear Word.
  2. Gane, Roy E. *Altar Call*. Berrien Springs, MI: Diadem, 1999. ISBN: 9780967305103. Print, new: \$15.00.
  3. Hardinge, Leslie. *Jesus in His Sanctuary: A Walk through the Tabernacle Along His Way*. Hagerstown, MD: Review and Herald, 2004. ISBN: 9780911833010. (Choose 150 pages from anywhere in the book to read.)
  4. Davidson, Richard M. "Inauguration or Day of Atonement? A Response to Norman Young's 'Old Testament Background to Hebrews 6:19–20 Revisited.'" *Andrews University Seminary Studies* 40/1 (Spring 2002): 69–88. Available at <http://digitalcommons.andrews.edu/auss/vol40/iss1/5/>
  5. Davidson, Richard M. "Typology and the Levitical System—Part I." *Ministry* (February 1984): 16–19, 30. Available at <https://www.ministrymagazine.org/archive/1984/02/typology-and-the-levitical-system%E2%80%94941>
  6. Davidson, Richard M. "Typology and the Levitical System—Part II." *Ministry* (April 1984): 10–13. Available at <https://www.ministrymagazine.org/archive/1984/04/typology-and-the-levitical-system%E2%80%94942>
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## Recommended/Optional:

1. Holbrook, Frank B., ed. *Doctrine of the Sanctuary: A Historical Survey*. Daniel and Revelation Committee Series 5. Biblical Research Institute. Distributed by Hagerstown, MD: Review and Herald, 2001. ISBN: 9780925675040.
2. Probstle, Martin. *Where God and I Meet: The Sanctuary*. Hagerstown, MD: Review and Herald, 2013. ISBN: 9780828027045.
3. Wallenkampf, Arnold V., and W. Richard Leshner, eds. *The Sanctuary and the Atonement: Biblical, Historical, and Theological Studies*. Washington, D.C.: The Review and Herald Publishing Association, 1981.
4. White, Ellen G. *Christ in His Sanctuary*. Boise, ID: Pacific Press Publishing Association, 2009. ISBN: 0816323410..

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## PRE-INTENSIVE REQUIREMENTS

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### Pre-Intensive Requirements (Deadline: February 24, 2019; Don't come to the intensive without doing these!)

1. **Read** the six items listed above as required readings and provide a statement in learning hub explaining how many pages you read, of which books, and how much time it took you to do it. (SLO 1-3, MAPMin PO 2).
2. Write **one book reaction reports** on Roy E. Gane, *Altar Call*. Include at the top of the reports a signed statement that all of the required reading (the six items) has been completed. (SLO 1-3, MAPMin PO 2)  
Report Content: Each report must engage with (rather than simply summarizing) some specific content of each major portion of the book, concentrating on ideas that are particularly helpful or problematic.  
Report Formatting: Typewritten, 5 or 6 pages (not including title page), double-spaced (with normal margins: 1" top and bottom and 1.25" on sides), 12-point font. Label the parts/chapters to which you are responding. The beginning of the paper must be labeled with the name of the student and the date.  
Mode of Submission: Upload your book reaction report on Learning Hub and bring an electronic copy with you to the first intensive class meeting on February 24, 2019.  
Criteria for Grade: The reaction paper will be graded according to its depth of interaction with representative portions of the book and its clarity of expression. For more details, see assessment rubric under Assessment Guidelines, below.

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## REQUIREMENTS DURING COURSE INTENSIVE

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### Requirements During the Intensive (February 24–28, 2019)

1. Regular attendance and participation in class.
2. Study the PowerPoint presentations provided in class.
3. Write the **examination** on February 28, 2019. The examination covers the class presentations and discussions. The grading standard for the examination is graduate level, requiring on-target content with support, and expression that is clear, concise, and organized. (SLO 1-3, MAPMin PO 2).

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## POST-INTENSIVE COURSE REQUIREMENTS

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### Post-Intensive Requirement (Deadline: April 8, 2019)

1. Write a high quality **evangelistic sermon** in which you apply what you learn in this class by clearly, simply, and appealingly explaining from the Bible *one* important aspect of Christ's sanctuary ministry, whether as Victim or Priest. (SLO 4, MAPMin PO 1).

**Sermon Content:** Your sermon must include some information about Christ's work that we learn from the Old Testament sanctuary services in their role as shadow to His sacrifice and/or heavenly sanctuary ministry. It should be a sanctuary sermon, so that sanctuary concepts are core and pervasive, rather than a minor tack-on within a sermon that is basically about something else.

Target 21<sup>st</sup> century non-SDA people as your primary audience. Assume that they know little or nothing about the Bible, SDA teaching, the sanctuary, or Ellen G. White, unless you have taught them some concepts in one or more previous presentations in a series. So for this audience, don't use technical theological terminology (e.g., "antitype"), SDA jargon, or quotations from Ellen G. White (whom you would introduce later in your series). Keep your sermon simple, focusing on one part of the story of Jesus, rather than trying to teach a major chunk of a sanctuary course to impress the instructor, who will not be impressed because your audience will develop a case of confusion, exhaustion, and mental constipation. Remember that most people can concentrate on new theological concepts for only a few minutes, so give them breaks by interspersing illustrations and applications. At the top of your sermon manuscript you may, if you wish, specify where this presentation fits in a series and more precisely what kind of non-SDA audience you are trying to reach.

To ensure that your sermon has a logical progression of thought, start by writing a Bible study outline with good structure. Build the outline around Bible passages, but don't use too many texts. Then flesh out the ideas and connect with your audience by integrating explanations, illustrations, applications, and appeal. Your challenge will be to limit your scope to a manageable size and effectively communicate this powerful topic in a cohesive manner that does justice to the richness of the subject without overwhelming your audience with too much detail. Keep Christ and His on-going relationship to human beings as the reference point and you will not lose people in what they perceive as academic theorizing that doesn't have anything to do with them.

**Sermon Formatting:** The sermon manuscript must be typed, double-spaced (with normal margins), 12-point font, and 12-15 pages in length (not including a title page or other extra pages such as an outline, preliminary description of the sermon, or graphics). Include scripture references as in-text citations (in parentheses). If you refer to ideas in extrabiblical sources (books, articles, etc.), you may keep track of them for your future use by referring to them in citations in your text (in parentheses) or in footnotes or endnotes, whichever is most convenient for you. Just staple (not paper clip) pages together, without using extra covers (plastic or otherwise). Include your name, the date, and the sermon title at the top of the first page or title page.

**Mode of Submission:** Upload your work to Learning Hub by April 8, 2019.

**Criteria for Grade:** The sermon will be graded on biblical content (especially including accuracy and depth of biblical interpretation regarding sanctuary concepts), clarity and effectiveness of communication (logical structure and flow, appeal, illustrations, and quality of writing style, including choice of expressions, grammar, syntax, and spelling), and appropriateness for the target audience (non-SDA evangelistic), in accordance with the guidelines presented above. For more details, see assessment rubric under Assessment Guidelines, below.

<b>Intensive Class Schedule (SLO 1-3, MAPMin PO 2)</b>			
<b>Schedule for class meetings: February 24–28, 2019</b>			
			Running total
Sunday	6-8 p.m.	-Introduction to Course -The Centrality and Significance of the Sanctuary in Scripture	2
Monday	8:00-12:30 p.m.	- The Original Sanctuary: God’s Heavenly Home - Sanctuary Typology: Biblical Foundations and Principles of Interpretation	11
	1:30-6:00 p.m.	- Typology of the Sanctuary Precincts - Typology of the Sacrifices	
Tuesday	8:00-12:30 p.m.	- Typology of the Daily Services - Typology of the Yearly Services of the Day of Atonement	20
	1:30-6:00 p.m.	- Typology of the Festivals in Lev 23 - Jesus and the sanctuary in Hebrews	
Wednesday	8:00-12:30 p.m.	- Jesus and the sanctuary in Hebrews - The Great Controversy Setting of the Sanctuary	29
	1:30-6:00 p.m.	- A Theology of Judgment in Scripture - The Sanctuary and Daniel 7 and 8	
Thursday	8:00-12:30 p.m.	- The Sanctuary and Daniel 7 and 8 -The Sanctuary in the Book of Revelation	38
	1:30-6:00 p.m.	- Assurance of salvation in the Judgment -The heart of Sanctuary Experience	
Study Time			45

### 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:*

<b>MAPM—3 Credits (135 Hours)</b>	
Reading	48
Book reaction reports	6
In class: presentations, discussion, and exam	38
Study during intensive	7
Evangelistic sermon	36
<b>Total Hours</b>	<b>135</b>

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**TOPICS AND ASSIGNMENTS**

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**Book Reaction Reports:**

The book reaction reports will be graded according to their depth of interaction with coverage of representative portions of the books and their clarity of expression.

<b>CRITERIA</b>	<b>Exceptional A</b>	<b>Good B</b>	<b>Not so Good C</b>	<b>Substandard D</b>	<b>Unacceptable F</b>	<b>Weight</b>
<b>Depth of interaction</b>	Deep interaction throughout, showing profound understanding and engagement with the concepts of the book.	Quite a lot of interaction, but could be deeper.	Some interaction, but tends to be rather superficial.	A little interaction, but mainly just summary of contents.	No interaction. Just summary of contents.	approx. 40%
<b>Coverage of representative portions of book</b>	Engages with material in all major sections of the book.	Engages with material in almost all major sections of the book, but omits or skims briefly over one.	Deals with material in most major sections of the book, but omits or skims briefly over two.	Deals with material in several major sections of the book, but omits or skims briefly over three.	Deals with material in half or less of the major sections of the book, but omits or skims briefly over the others.	approx. 40%
<b>Clarity of expression</b>	Logically well-organized presentation; excellent writing style, including apt and concise wording, correct English grammar and syntax, and freedom from typos.	Fairly well-organized presentation; good writing style overall, but a few minor English problems.	Not so organized presentation; mediocre writing style with quite a few English mistakes.	Quite sloppy organization; unclear in quite a few places, with many English mistakes.	Very sloppy, unclear, and full of English mistakes.	approx. 20%
						<b>TOTAL: 100%</b>

**Evangelistic Sermon Project:**

The sermon will be graded on its biblical content (especially including accuracy and depth of biblical interpretation regarding sanctuary concepts), clarity and effectiveness of communication (logical structure and flow, appeal, illustrations, and quality of writing style, including choice of expressions, grammar, syntax, and spelling), and appropriateness for the target audience (non-SDA evangelistic), in accordance with the guidelines presented above.

<b>CRITERIA</b>	<b>Exceptional A</b>	<b>Good B</b>	<b>Not so Good C</b>	<b>Substandard D</b>	<b>Unacceptable F</b>	<b>Weight</b>
<b>Biblical Content</b>	Accurate and thorough explanation of selected sanctuary concepts from biblical texts themselves, with profound insights.	Quite accurate and fairly thorough explanation of biblical sanctuary concepts.	Less than accurate or thorough explanation of biblical sanctuary concepts.	Some fairly serious problems with biblical accuracy; superficial or unclear explanations of biblical sanctuary concepts, not really engaging relevant texts.	Teaches little or nothing that is solid regarding biblical sanctuary concepts.	approx. 50%
<b>Communication</b>	Excellent logical structure and flow, appeal, illustrations; superior quality writing style, including clear, simple, effective, vivid expression, with correct grammar, syntax, and spelling.	Good logical structure and flow, appeal, illustrations, and quality of writing style, including choice of expressions, grammar, syntax, and spelling.	Some problems with logical structure and flow, appeal, illustrations, and/or quality of writing style, including choice of expressions, grammar, syntax, and spelling.	Major problems with logical structure and flow, appeal, illustrations, and/or quality of writing style, including choice of expressions, grammar, syntax, and spelling.	Logical structure and flow unclear; deficient in appeal; little or no illustrative material; sloppy writing.	approx. 35%
<b>Appropriateness for target audience</b>	Very effectively connects with 21 <sup>st</sup> century non-SDA audience.	Quite effectively connects with 21 <sup>st</sup> century non-SDA audience.	Some fairly major deficiencies in connecting with 21 <sup>st</sup> century non-SDA audience.	Major problems in connecting with 21 <sup>st</sup> century non-SDA audience.	Doesn't connect with target audience.	approx. 15%
						<b>TOTAL: 100%</b>



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## GRADING AND ASSESSMENT

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### Grading System

#### *Basis for grading:*

For computation of the grade for the course, grades for written assignments and the examination will be weighted as follows:

Book reaction reports:	20%
Examination:	40%
<u>Evangelistic Sermon:</u>	<u>40%</u>
TOTAL:	100%

### Grade Scale:

A	95-100%	C	71-75%
A-	91-94%	C-	68-70%
B+	87-90%		
B	82-86%	D	57-67%
B-	79-81%		
C+	76-78%	F	56% and below

### Assessment Submission

Electronic Copies to Learning Hub

### 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)

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## CLASS POLICIES

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### 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.

## **Other Policies**

Include additional statements about any other policies relevant to your class.

## **Academic Integrity**

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. 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.

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.” (*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.*)

**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.)*

**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.)*

**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.

**Late Submission of Assessment**

All late assessment will incur a 10% per week penalty.  
 The following penalties will be applied for late submission of assessment items:

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)

**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.)*

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## INSTRUCTOR PROFILE

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Félix H. Cortez is Associate Professor of New Testament Literature at the Seventh-day Adventist Theological Seminary, Andrews University, Berrien Springs, Michigan. He completed his masters in Modern Literature (focusing in Literary Theory and Hermeneutics) at Universidad Iberoamericana (México, 2001) and his doctorate in New Testament Studies at Andrews University (2008). Before coming to Andrews University, Cortez taught in the School of Theology at Universidad de Montemorelos (2007–2013). He has also served as a pastor in Mexico City for 4 years and as a conference youth director for 7 years. He was ordained as a minister in 1996 at Montemorelos, Nuevo Leon, Mexico.



Cortez was president of the Adventist Theological Society from 2014 to 2016. He chaired the Catholic and Pastoral Epistles Section of the International Meeting of the Society of Biblical Literature from 2010-2016 and is currently a member of the steering committee both of the Catholic Epistles and of the Hebrews sections for the same meeting. He is also a member of the Adventist Society of Religious Studies, the Chicago Society of Biblical Research, the Honor Society Phi Kappa Phi, and the review boards of several journals. Cortez has read around 50 scholarly papers at professional meetings of scholarly societies and universities and has published more than 20 articles and book chapters for academic publications, including the *Journal of Biblical Literature*. He is the host of the TV programs “Faithful to the Scriptures” and “Faith & Life,” which are produced by Hope Channel. Cortez contributed study notes on 4 biblical books for the *Andrews Study Bible*, the commentary on First Timothy for the forthcoming *Andrews One-volume Bible Commentary*, and is working on a Commentary on Hebrews. He is also the author of *Did you know ...?*—a devotional book for young people published in Spanish, English, and French.

He is married to Alma Gloria Alvarez Yanes and they have two children, Hadid, and Alma. Cortez enjoys running, woodworking, reading, and music.

Web page: <https://www.andrews.edu/sem/contact/faculty/felix-cortez.html>

Publications: [https://works.bepress.com/felix\\_cortez/](https://works.bepress.com/felix_cortez/)

# APPENDIX 1

## CRITERIA FOR ASSESSMENT GUIDELINES

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### **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.