

## Associated Canadian Theological Schools of Trinity Western University

### BIB 692: Special Topics Exploring Septuagint Genesis

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Professor of Old Testament Studies  
Fall - 2019  
3 credit hours  
Prerequisites: intermediate level Greek and  
introductory Hebrew

E-mail: robh@twu.ca  
Course Dates: Sept. 4 – Dec. 3, 2019  
Phone: 604-888-7511, ext. 3842  
Class Days: Oct. 21 – 25, 2019  
Class Time: 8:30 a.m. – 12:30 p.m.

Note: this course will be delivered with a live-stream option. Students may participate by attending classes in person on campus, or through interactive online live-streaming of class sessions. For those who attend on campus, the class experience will be essentially like that of any other course. For those who plan to join by live-streaming, please see a more detailed description with guidelines and participation requirements in the Live-Streamed Courses appendix at the end of this syllabus.

### I. Course Description

The Old Greek or Septuagint version of the Jewish Scriptures is the product of the work of Jewish scholars who, beginning in the third century BCE, undertook to translate the Hebrew Bible into what became the vernacular of the Mediterranean world and significant portions of West and Central Asia following the conquests of Alexander the Great. In this course, we shall explore the linguistic relationship between the Hebrew source text of Genesis and the Septuagint version as we seek to understand the meaning encoded in the translated text at its point of production, in distinction from the meanings that subsequent interpreters came to attribute to it. This will entail investigating the kinds of transformations that occurred in the translation process, examining the sorts of cultural and theological dynamics that were in play, and learning something about how Jews in the Hellenistic period interpreted their Scriptures. Consideration will also be given to the impact this Greek text had on the production of the New Testament.

## II. Objectives

By the end of this course, the student will have:

1. read the Greek and English texts of Septuagint Genesis and evinced a developing awareness of how the Greek translator has reconfigured the Semitic source text;
2. used research tools for the study of the Septuagint in general and the book of Genesis in particular;
3. demonstrated knowledge of the foundational principles and methodology of two projects sponsored by the International Organization for Septuagint and Cognate Studies: *A New English Translation of the Septuagint* (NETS) and the *Society of Biblical Literature Commentary on the Septuagint* (SBLCS);
4. gained experience in both explicating a section of Septuagint Genesis and communicating the results of his/her research;
5. given evidence of a growing appreciation for the literary, hermeneutical, and theological significance of this text within Jewish and Christian faith communities in the Graeco-Roman period.

## III. Course Textbooks and Readings

- Boyd-Taylor, Cameron. "In the Beginning – Greek Genesis: A Descriptive Study of Genesis 1:1-5 and 11:1-9." Pages 267-311 in Cameron Boyd-Taylor, *Reading between the Lines: The Interlinear Paradigm for Septuagint Studies*. Leuven: Peeters, 2011. [PDF will be supplied]
- Boyd-Taylor, Cameron. "The Evidentiary Value of Septuagintal Usage for Greek Lexicography: Alice's Reply to Humpty Dumpty." *Bulletin of the International Organization for Septuagint and Cognate Studies* 34 (2001): 47-80. [Available on the IOSCS website at <http://ccat.sas.upenn.edu/ioscs/journal/volumes/>]
- Büchner, Dirk, ed. *The SBL Commentary on the Septuagint: An Introduction*. SCS 67. Atlanta: SBL Press, 2017.
- Muraoka, Takamitsu. "Recent Discussions on the Septuagint Lexicography With Special Reference to the So-called Interlinear Model." Pages 221-235 in Martin Karrer and Wolfgang Kraus, eds., *Die Septuaginta – Texte, Kontexte, Lebenswelten*. WUNT 219. Tübingen: Mohr Siebeck, 2008. [PDF will be supplied]
- Pietersma, Albert and Benjamin G. Wright, eds. *A New English Translation of the Septuagint*. New York / Oxford: Oxford University Press, 2007. Pages xiii-xx, 1-42. [The 2009 electronic edition is available at <http://ccat.sas.upenn.edu/nets/edition/>]
- Pietersma, Albert. "A Response to Muraoka's Critique of Interlinearity." Pages 315-338 in Cameron Boyd-Taylor, ed. *A Question of Methodology: Albert Pietersma, Collected Essays on the Septuagint*. BTS 14. Leuven: Peeters, 2013. [PDF will be supplied]
- Wevers, John W. *Genesis*. Septuaginta: Vetus Testamentum Graecum Auctoritate Academiae Scientiarum Gottingensis editum 1. Göttingen: Vandenhoeck & Ruprecht, 1974.
- Wevers, John W. *Notes on the Greek Text of Genesis*. SBLSCS 35. Atlanta: Scholars Press, 1993.

### **Additional Resources**

*Biblia Hebraica Stuttgartensia*, 5<sup>th</sup> ed. Stuttgart: Deutsche Bibelgesellschaft, 1997.

Hebrew-English Lexicon: BDB = Brown, F., S. R. Driver and C. A. Briggs. *The Brown-Driver-Briggs Hebrew and English Lexicon*. Peabody: Hendrickson, 1996. OR DCH = Clines, D. J. A. *The Dictionary of Classical Hebrew*. 8 vols. Sheffield: Sheffield Academic Press, 1993-2011. OR HALOT = Koehler, L., and W. Baumgartner et al. *The Hebrew and Aramaic Lexicon of the Old Testament*. 5 vols. M. E. J. Richardson et al., trans. and ed.; Leiden: Brill, 1994-2000.

Greek-English Lexicon: LSJ = Liddell, Henry G., Robert Scott, and Henry S. Jones. *A Greek-English Lexicon*. 9<sup>th</sup> ed. with Supplement. Oxford: Clarendon, 1996.

Concordance: H-R: Hatch, Edwin and Henry A. Redpath. *A Concordance to the Septuagint and the Other Greek Versions of the Old Testament*. 3 vols. Oxford: Clarendon, 1897-1906. One-volume reprint including Takamitsu Muraoka's *Hebrew/Aramaic Index to the Septuagint*. Grand Rapids: Baker, 1998. OR Search functions in Bible software such as Accordance or Logos.

Greek Database: TLG = *Thesaurus Linguae Graecae*. [Accessible online via the TWU library website]

### **IV. Course Assignments**

Typically, a student is expected to spend approximately 40 hours to complete the work necessary to earn 1 semester hour of credit, hence 120 hours for a 3 credit course. This includes time spent in class, and participation in all five class sessions is required. All assignments must be completed in order to receive credit for this course; none will be accepted after December 3, 2019.

Several kinds of assignments have been created to help the student work through the course material in a meaningful way and to understand the basic issues involved in the study of this book.

1) Readings and Class Sessions:

Read the Greek text of *Genesis* in Wevers' Göttingen Septuaginta edition, the relevant pages in NETS, the essays / book chapters by Boyd-Taylor, Muraoka, and Pietersma, the book edited by Büchner, and Wevers' *Notes on the Greek Text of Genesis*. Wevers' edition of *Genesis* is very expensive, and unless you already have a hard copy or an electronic version in a Bible software package, you may want to read a library copy. In class, however, we will be using that edition of Septuagint Genesis when discussing particular sections of the text. A list of passages that will be the focus of class discussions will be sent out in September, and students should come to classes during the week of October 21-25 prepared to read and discuss those passages.

2) Word Study Paper

Among the important relationship words in the Septuagint are the noun ἔλεος and its verbal cognate ἐλεέω. Study these terms in their various contexts in the Pentateuch and determine what their Hebrew counterparts are (using H-R or the search function of your Bible software). Do some exploration in TLG to see how the Greek terms were used in

Greek literature prior to, or contemporaneously with, Septuagint Genesis. On the basis of the usage of the Greek terms in context and in consultation with appropriate Hebrew and Greek lexica, explain what the Hebrew and Greek words mean. Discuss whether or not the Greek words adequately convey the meanings of the Hebrew words. Are there any anomalies? How would you characterize the Greek translator's approach as it relates to these specific equivalences in the Pentateuch, and in Genesis in particular? Write up the results of your research in a 1000 word paper (excluding footnotes and bibliography).

This assignment is worth 15% of course grade. Due October 11.

3) Textbook & Reading Assessment Paper and Reading Statement

Write a 2500 word paper (excluding footnotes and bibliography) in which you assess the book edited by Büchner, pages xiii-xx and 1-6 in particular in NETS, the essays by Boyd-Taylor, Muraoka, and Pietersma, and Wevers' *Notes on the Greek Text of Genesis* with regard to their usefulness in clarifying issues pertaining to the interpretation of Septuagint texts. How do the commentaries on Genesis 1:1-2:3 by Wevers and Hiebert and the chapter on Genesis 1:1-5 and 11:1-9 by Boyd-Taylor compare and contrast in terms of methodology and interpretive conclusions? What are your conclusions regarding the effectiveness of the principles and procedures of the NETS and SBLCS projects for elucidating the meaning of the text-as-produced in distinction from the text-as-received? Submit this paper along with the completed Reading Statement (see p. 8 of syllabus).

This assignment is worth 35% of the final grade. Due November 1.

4) Class Presentation and Commentary Paper

Prepare a philological commentary in accordance with SBLCS Guidelines (to be provided) on a section of Septuagint Genesis that is at least fifteen verses in length, not including Genesis 1:1-2:3 or 11:1-9. This assignment should be 5000 words in length (excluding footnotes and bibliography). Prepare a preliminary 20 minute presentation for the final class session (October 25) in which you identify the passage you have chosen, describe some of the key problems that will need to be addressed and the research strategies you plan to employ. This assignment is worth 50% of course grade. Final paper due November 29.

### Grading Scale

Letter Grade	Assessment	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

**Grade Allocations**

1. Word Study Paper (October 11) ..... 15%
2. Textbook & Reading Assessment Paper and Reading Statement (November 1)..... 35%
3. Class Presentation and Commentary Paper (October 25, November 29) ..... 50%

**V. Course Outline**

- Sept. 4 – Oct. 20 Readings: LXX Genesis; NETS pages; Boyd-Taylor, Muraoka, and Pietersma chapters/essays; Büchner, pp. v-ix, 1-167, 257-259; Wevers, *Notes*, pp. ix-xxi, 1-496.
- Oct. 21 - 25 Class Sessions: Introductory Matters; NETS and SBLCS Guidelines and Methodology; Sociolinguistics; Descriptive Translation Studies; Interlinear Paradigm; Contextual Renderings, Stereotypes, Calques, Isolate Renderings; Discussion of Specified Passages in LXX Genesis; Class Presentations (October 25).
- Oct. 26 – Nov. 1 Readings: Büchner, pp. 169-256; Wevers, *Notes*, pp. 497-856. Prepare and submit Textbook & Reading Assignment Paper and Reading Statement.
- Nov. 2 - 29 Complete and submit Commentary Paper.

**VI. Supplementary Bibliography**

- Boyd-Taylor, Cameron, ed. *A Question of Methodology: Albert Pietersma, Collected Essays on the Septuagint*. BTS 14. Leuven: Peeters, 2013.
- Boyd-Taylor, Cameron. *Reading between the Lines: The Interlinear Paradigm for Septuagint Studies*. Leuven: Peeters, 2011.
- Brock, Sebastian P., Charles T. Fritsch and Sidney Jellicoe. *A Classified Bibliography of the Septuagint*. ALGHJ 6. Leiden: Brill, 1973.
- Brown, William P. *Structure, Role, and Ideology in the Hebrew and Greek Texts of Genesis 1:1-2:3*. SBLDS 132. Atlanta: Scholars Press, 1993.
- Bulletin of the International Organization for Septuagint and Cognate Studies*. 1968–2010.
- Conybeare, Frederick C. and St. George Stock. *A Grammar of Septuagint Greek*. Grand Rapids: Zondervan, 1980.
- Danker, Frederick W., rev. and ed. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3<sup>rd</sup> ed. Chicago: University of Chicago Press, 2000.
- Dines, Jennifer M. *The Septuagint*. Michael A. Knibb, ed. *Understanding the Bible and Its World*. London: T & T Clark, 2004.
- Dogniez, Cécile. *Bibliography of the Septuagint = Bibliographie de la Septante: (1970-1993)*. Leiden: Brill, 1995.
- Fernández Marcos, Natalio. *The Septuagint in Context: An Introduction to the Greek Versions of the Bible*. Wilfred G. E. Watson, trans. Leiden: Brill, 2000.
- Harl, Marguerite. *La Genèse*. 2<sup>nd</sup> ed. La Bible d'Alexandrie. Paris: Cerf, 1994.

- Hendel, Ronald S. *The Text of Genesis 1-11: Textual Studies and Critical Edition*. New York / Oxford: Oxford University Press, 1998.
- Hengel, Martin. *The Septuagint as Christian Scripture: Its Prehistory and the Problem of Its Canon*. Roland Deines, ed. Mark E. Biddle, trans. London / New York: T & T Clark International, 2004.
- Hiebert, Robert J. V., ed. "Translation Is Required": *The Septuagint in Retrospect and Prospect*. SBLSCS 56. Atlanta: Society of Biblical Literature, 2010.
- Jellicoe, Sidney. *The Septuagint and Modern Study*. Ann Arbor: Eisenbrauns, 1978; Oxford: Oxford University Press, 1968.
- Jellicoe, Sidney, ed. *Studies in the Septuagint: Origins, Recensions, and Interpretations*. Library of Biblical Studies. New York: Ktav, 1974.
- Jobes, Karen H. and Moisés Silva. *Invitation to the Septuagint*. 2<sup>nd</sup> ed.; Grand Rapids: Baker Academic; Carlisle, Cumbria: Paternoster, 2015.
- Journal of Septuagint and Cognate Studies*. 2011–.
- Kraus, Wolfgang and R. Glenn Wooden, eds. *Septuagint Research: Issues and Challenges in the Study of the Greek Jewish Scriptures*. SBLSCS 53. Atlanta: Society of Biblical Literature, 2006.
- La Bible d'Alexandrie*. Marguerite Harl et al., eds. Paris: Cerf, 1986–.
- Lampe, G. W. H. *A Patristic Greek Lexicon*. Oxford: Clarendon, 1961-68.
- Law, Timothy Michael. *When God Spoke Greek: The Septuagint and the Making of the Christian Bible*. Oxford: Oxford University Press, 2013.
- Lee, J. A. L. *A Lexical Study of the Septuagint Version of the Pentateuch*. Society of Biblical Literature Septuagint and Cognate Studies 14. Chico: Scholars Press, 1983.
- Louw, Johannes P. and Eugene A. Nida. *Greek-English Lexicon of the New Testament Based on Semantic Domains*. 2<sup>nd</sup> ed. New York: United Bible Societies, 1988, 1989.
- Lust, Johan, Erik Eynikel, and Katrin Hauspie. *A Greek-English Lexicon of the Septuagint*. Rev. ed. Stuttgart: Deutsche Bibelgesellschaft, 2003.
- McLay, R. Timothy. *The Use of the Septuagint in New Testament Research*. Grand Rapids: Eerdmans, 2003.
- Montanari, Franco. *The Brill Dictionary of Ancient Greek*. Leiden: Brill, 2015; Italian, 1995.
- Moulton, J. H. and G. Milligan. *The Vocabulary of the Greek Testament: Illustrated from the Papyri and Other Non-Literary Sources*. Grand Rapids: Eerdmans, 1985.
- Müller, Mogens. *The First Bible of the Church: A Plea for the Septuagint*. Sheffield: Sheffield Academic Press, 1996.
- Muraoka, Takamitsu. *A Greek-English Lexicon of the Septuagint*. Louvain: Peeters, 2009.
- Septuaginta Deutsch*. Wolfgang Kraus and Martin Karrer et al., eds. Stuttgart: Deutsche Bibelgesellschaft, 2009.
- Septuaginta Deutsch: Erläuterungen und Kommentare zum griechischen Alten Testament*. 2 vols. Martin Karrer and Wolfgang Kraus et al., eds. Stuttgart: Deutsche Bibelgesellschaft, 2011.
- Septuaginta: Id est Vetus Testamentum graece iuxta LXX interpretes edidit Alfred Rahlfs*. Robert Hanhart, rev. ed. Stuttgart: Deutsche Bibelgesellschaft, 2006.

- Septuaginta: Vetus Testamentum Graecum auctoritate Academiae Litterarum Göttingensis editum*. Göttingen: Vandenhoeck & Ruprecht, 1966–.
- Smyth, Herbert W. *Greek Grammar*. Gordon M. Messing, rev. Cambridge, MA: Harvard University Press, 1956.
- Society of Biblical Literature Septuagint and Cognate Studies [SBLSCS] monograph series, 1972—.
- Swete, Henry B. *An Introduction to the Old Testament in Greek*, 2<sup>nd</sup> ed. Richard R. Ottley, rev. New York: Ktav, 1968; Cambridge: Cambridge University Press, 1902.
- Thackeray, Henry St. John. *A Grammar of the Old Testament in Greek according to the Septuagint*, vol. 1: *Introduction, Orthography and Accidence*. Cambridge: University Press, 1909.
- The Old Testament in Greek according to the Septuagint*. 3 vols. Henry Barclay Swete, ed. Cambridge: Cambridge University Press, 1887-1894.
- Toury, Gideon. *Descriptive Translation Studies and Beyond*. Benjamins Translation Library 4. Amsterdam/Philadelphia: John Benjamins, 1995.
- Tov, Emanuel. *The Greek and Hebrew Bible—Collected Essays on the Septuagint*. VTSup 72. Leiden: Brill, 1999.
- Wevers, John William. *Notes on the Greek Text of Exodus*. SBLSCS 30. Atlanta: Scholars Press, 1990.
- Wevers, John William. *Notes on the Greek Text of Leviticus*. SBLSCS 44. Atlanta: Scholars Press, 1997.
- Wevers, John William. *Notes on the Greek Text of Numbers*. SBLSCS 46. Atlanta: Scholars Press, 1998.
- Wevers, John William. *Notes on the Greek Text of Deuteronomy*. SBLSCS 39. Atlanta: Scholars Press, 1995.

**Reading Statement**  
**Exploring Septuagint Genesis**  
**BIB 692**

Note: Specified readings are to be completed by the dates indicated below.

Oct. 20 LXX Genesis; NETS pages; Boyd-Taylor, Muraoka, and Pietersma chapters/essays; Büchner, pp. v-ix, 1-167, 257-259; Wevers, *Notes*, pp. ix-xxi, 1-496.

Nov. 1 Büchner, pp. 169-256; Wevers, *Notes*, pp. 497-856.

*Record the percentages for the appropriate options below. Then sign (legibly and in English) and date this statement. Due: November 1.*

I completed \_\_\_\_\_ % of the assigned readings.

I failed to complete \_\_\_\_\_ % of the assigned readings.

NB: The total of the preceding percentages cannot exceed 100%!!

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Please print your name (in English!) \_\_\_\_\_

## ***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 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 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 will be made at 11:00 a.m. and will cover all classes that begin between 1:00 p.m. and 5:00 p.m. A third announcement will be made at 3:00 p.m. and will cover those classes that begin after 5:00 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 RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need 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 RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 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 can be found at the following website: <http://www.apastyle.org/pubmanual.html>.

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

CANIL students can locate this on the CANIL intranet, under the “student” side.

**Please check with your professor to see 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**

Academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: <http://acts.twu.ca/community/student-handbook-2011-12.pdf>.

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://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

[http://acts.twu.ca/library/Plagiarism\\_Short.swf](http://acts.twu.ca/library/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.

## *Appendix: Live-Streamed Courses*

A live-streamed course makes it possible for students at a distance to observe and also to participate interactively with an on-campus class in real time. Those who attend a class by live-streaming see and hear the instructor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow class discussions, posing questions and making comments of their own. They can join in-group discussions with other learners when the class breaks into smaller groups. Through internet-based simulcast, they are able to share all the essential elements of the formal class experience with those who attend class in person.

Unless otherwise stated in the syllabus, live-streaming students will do the same course assignments and follow the same course schedule as on-campus students.

### Requirements for Participating in a Live-streamed Course

- Because the number of live-stream participants to a course is limited, ***students must receive faculty permission prior to the beginning of the course*** in order to participate through live-streaming.
- ***Students must participate in classes in real-time***, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Thursday mornings will be expected to be in that class virtually, or physically, when that class meets. (A live-streaming student who is in the area and able to do so may attend class in person when possible if he/she wishes.)

ACTS has the capacity to record live-streamed courses for later viewing, but we do not record them as a matter of routine. If it is difficult for students to participate in a class session, they may ask the instructor for permission to watch recorded versions of the class. This will only be granted in exceptional circumstances.

- Participation in a course through live-streaming ***requires a fast and consistent internet connection (ADSL or cable), a reasonably up-to-date computer system, a webcam, and a quality headset with a microphone***. Students must familiarize themselves with the live-streaming software platform and ensure that their link, webcam, and headset are working properly before the first class session.

Please arrange for a practice run on the system with the instructor prior to class, especially if this is your first live-stream course. This can be arranged by email.

- As much as possible, ***be sure you are fully ready for each class session before the class begins***. To the degree that logging in and connecting with the system can be done from your end, there is some flexibility for you to “arrive” as you are able. But testing the system and other logistics that require faculty assistance should be done before class starts. The instructor will do his/her best to ensure that everything is in place for the live-

stream session; but he/she cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session for other students once class begins.

- Arrange a backup plan with your instructor in case of system failure. ACTS uses high-caliber, current equipment and communication platforms for live-streaming, but hardware and internet connections are not infallible and do occasionally fail. Your instructor cannot stop class in order to troubleshoot and resolve technical problems in the unlikely event that these occur. To minimize possible disruption in the case of a loss of connection:
  - Provide email, text, or phone contact information so that he/she can contact you at the next natural break in the class.
  - Discuss the possibility of a back-up link to the class in case of system failure. (E.g.: a skype or phone link if the live-stream link fails.)
  - Have a plan for follow-up contact with the instructor and/or with a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).

Note that under the policy guidelines of our accrediting body, the Association of Theological Schools, live-stream courses are classified as “distance” education and are subject to the normal policies, limitations, and expectations that apply to distance courses. See the ACTS academic catalogue, or consult with the Academic Program Advisor or your Program Chair if you have any questions about the way that distance courses operate within your degree program.