



Teaching and living a prophetic vision of Jewish life renewed in Yeshua

S502 Apostolic Writings: The Early Messianic Community

Dr. Richard Harvey (richardsharvey@gmail.com)

January 8-March 12; Winter Semester 2023–24

Populi (<https://mjti.populiweb.com>)

COURSE DESCRIPTION

This course places the Apostolic Writings in a Jewish context with an emphasis on Yeshua as God's incarnate presence among the Jewish people, the varieties of Jewish expression existing in the 1st-century world and reflected among the first Jewish Yeshua-believers, the meaning of the good news in its original Jewish setting, and the structure and life of the diverse communities of the early Yeshua movement. The course examines the Apostolic Writings from a post-supersessionist perspective. Special emphasis is placed on the understanding the Ekklesia consisting of those from the circumcision and from the non-circumcision as a prolepsis of the eschaton.

RELATIONSHIP TO THE CURRICULUM

This is a first-year foundational class for all MJTI degree programs and Certificate Tracks. As such it introduces key theological points and ethos of MJTI.

RELEVANCE

The Apostolic Writings represent the final stage of canon-history. Understanding the development of the Apostolic Writings in relation to the Tanakh, its diversity of voices, and how these texts have been interpreted by Christian and Jewish scholars is essential for solid lay and rabbinical leadership within the Messianic Jewish community.

PREREQUISITE

None

TECHNICAL REQUIREMENTS

This is an asynchronous online course. The student must have a computer, headset, and high-speed internet access. Please contact Rabbi Michael Hillel (admin@mjti.org) for assistance with Populi.

COURSE FORMAT

Podcast with asynchronous discussion, and video conferencing.

REQUIREMENTS

- Listen to all podcasts; Complete all readings; Participate in all discussion threads (posts and responses); Write 3 reflection papers; Complete a final exam.

REQUIRED TEXTS

- Bauckham, Richard. *Jesus and the God of Israel: God Crucified and Other Studies on the New Testament's Christology of Divine Identity*. Grand Rapids and Cambridge, UK: Eerdmans, 2009.
- Miller, John, *How the Bible Came to Be: Exploring the Narrative and Message*. Mahwah, NJ: Paulist Press, 2004.
- Zetterholm, Karin Hedner and Runesson, Anders (eds.). *Within Judaism? Interpretive Trajectories in Judaism, Christianity, and Islam from the First to the Twenty-First Century*. Minneapolis, MN: Fortress, 2023
- The ESV, NRSV, or the TLV is recommended for study.

ARTICLES PROVIDED IN POPULI

- Bauckham, Richard. "James and Gentiles (Acts 15:13-21)" pages 154-184 in *History, Literature and Society in the Book of Acts*. Ben Witherington, III, ed. Cambridge: Cambridge University Press, 1996.
- Bockmuehl, Markus. "Antioch and James the Just" pages 155-192 in *James the Just and Christian Origins* (Supplements to Novum Testamentum 98). Bruce Chilton and Craig A. Evans, eds. Leiden: Brill, 1999.
- Collins, John J. "Transformation of Torah in 2nd Temple Judaism." *Journal for the Study of Judaism* 43 (2012): 455-474.
https://www.researchgate.net/publication/275456480_The_Transformation_of_the_Torah_in_Second_Temple_Judaism
- Eisenbaum, Pamela. "Is Paul the Father of Misogyny and Antisemitism." *Crosscurrents* (2000-2001): 506-524.
<http://www.crosscurrents.org/eisenbaum.htm>
- Fredriksen, Paula. "The Birth of Christianity and the Origins of Christian Anti-Judaism" pages 8-30 in *Jesus, Judaism & Christian Anti-Judaism: Reading the New Testament after the Holocaust*. Paula Fredriksen & Adele Reinhartz, eds. Louisville: Westminster John Knox Press, 2002.
https://books.google.co.il/books?id=6gIHmK_rZYUC&pg=PA31&dq=jesus,+judaism+and+christian+anti-semitism&hl=en&sa=X&ved=0ahUKFwiWs6TMh9jkAhUN_qQKHfLHCR8Q6AEIKjAA#v=onepage&q=jesus%2C%20judaism%20and%20christian%20anti-semitism&f=false
- Hill, Craig. "Restoring the Kingdom to Israel: Luke-Acts and Christian Supersessionism" pages 185-200 in *A Shadow of Glory: Reading the New Testament After Supersessionism*. Tod Linafelt, ed. New York: Routledge, 2002.
- Kinzer, Mark. Finding Our Way Through Nicaea: The Deity of Yeshua." *Kesher* (2010).
<https://www.kesherjournal.com/article/finding-our-way-through-nicaea-the-deity-of-yeshuabilateral-ecclesiology-and-redemptive-encounter-with-the-living-god/>
- Klawans, Jonathan. "Moral and Ritual Purity" pages 266-284 in *The Historical Jesus in Context*. Amy-Jill Levine, Dale C. Anderson Jr., and John Dominic Crossan, eds. Princeton and Oxford: Princeton University Press, 2006.
- Levine, Amy-Jill, "Introduction" pages 1–24 and "Chapter 2: The Good Samaritan," pages 71–107 in *Short Stories by Jesus: The Enigmatic Parables of a Controversial Rabbi*. HarperOne (reprint edition), 2014.
- McKnight, Scot. "Chapter 3: From Story to Salvation" pages 34–44 in *The King Jesus Gospel: The Original Good News Revisited*, revised edition. Grand Rapids: Zondervan, 2016.
- Nanos, Mark. "The Apostolic Decree and Obedience of Faith" pages 166-218 in *The Mystery of Romans: The Jewish Context of Paul's Letters*. Minneapolis: Fortress Press, 1996.
- . "Broken Branches?" A Pauline Metaphor Gone Awry? (Romans 11:11-24)." International Symposium: "Romans 9—11 at the Interface Between the 'New Perspective on Paul' and Jewish-Christian Dialog," Göttingen, Germany, May 1-4, 2008. Printed in *Between Gospel and Election*:

Explorations in the Interpretation of Ro. 9–11. Eds. F. Wilk and J.R Wagner. WUNT 257. Tübingen: Mohr Siebeck, 2010, 339-376).

Rosner, Jennifer M. “Messianic Jews and Jewish-Christian Dialogue” pages 145-155 in *Introduction to Messianic Judaism: Its Ecclesial Context and Biblical Foundations*. David Rudolph and Joel Willits, eds., Grand Rapids: Zondervan, 2013.

Ruzer, Serge. “The Epistle of James as a Witness to Broader Patterns of Exegetical Discourse.” *Journal of the Jesus Movement in Its Jewish Setting* (2014): 69-98.

https://www.academia.edu/8939995/The_Epistle_of_James_as_a_Witness_to_Broader_Patterns_of_Jewish_Exegetical_Discourse

Skarsaune, Oskar. *In the Shadow of the Temple: Jewish Influences on Early Christianity*. Downers Grove, IL: IVP Academic, 2008, chapters 1-3, pp. 23-84.

Thiessen, Matthew. “Appendix: Jesus and the Dietary Laws,” pages 187–195 in *Jesus and the Forces of Death: The Gospel’s Portrayal of Ritual Purity Within First-century Judaism*. Grand Rapids: Baker Academic, 2000.

Tucker, J. Brian. “Chapter Reading Romans after Supersessionism: The Continuation of Jewish Covenantal Identity.” Eugene, OR: Cascade Books, 2018. Chapter 7 “Israel’s Future Covenantal Identity,” pp. 172-196.

Tyson, Joseph. “The Lukan Infancy Narratives (Luke 1-2)” pages 42-55 in *Images of Judaism in Luke-Acts*. Columbia: University of South Carolina Press, 1992.

Windsor, Lionel J. *Reading Ephesians After Supersessionism: Christ’s Mission Through Israel to the Nations*. Eugene OR: Cascade Books, 2017. Chap. 4 “Christ’s Reconciliation of Israel and the Nations (Eph. 2)” pp. 111-158 and Chap. 5 “Christ’s Riches through Paul’s Ministry to the Nations (Eph. 3),” pp. 159-175.

Zetterholm, Magnus. “Purity and Anger: Gentiles and Idolatry in Antioch.” *Interdisciplinary Journal of Research on Religion* 1 (2005): 2-20.

<https://pdfs.semanticscholar.org/7965/a427fa9724989e2335588a613fedd48e3adc.pdf?ga=2.77899860.1746573012.1567591628-1595197232.1567591628>

RECOMMENDED READING

Bauckham, Richard. *James: Wisdom of James, disciple of Jesus the Sage*. New Testament Readings. London and New York: Routledge, 1999.

_____. “The Relevance of Extra Canonical Jewish Texts to New Testament Study,” pages 207-220 in *The Jewish World Around the New Testament* (Wissenschaftliche Untersuchungen zum Neuen Testament 233). Tübingen: Mohr Siebeck, 2008.

Bockmuehl, Markus. *Jewish Law in Gentile Churches: Halakhah and the Beginning of Christian Public Ethics*. Edinburgh: T&T, 2000.

_____. *Seeing the Word: Refocusing New Testament Study*. Grand Rapids: Baker, 2006.

Campbell, William S. *Paul and the Creation of Christian Identity*. London: T&T Clark, 2006.

Carras, George P. “Observant Jews in the Story of Luke and Acts.” Pages 693-708 in *The Unity of Luke-Acts*. Bibliotheca Ephemeridum Theologicarum Lovaniensium. Edited by J. Verheyden. Leuven: Leuven University Press, 1999.

Carson, David. “Pauline Inconsistency: Reflections on I Corinthians 9.19-23 and Galatians 2.11-14. Access at: http://s3.amazonaws.com/tgc-documents/carson/1986_Pauline_inconsistency.pdf

Linafelt, Tod. *A Shadow of Glory: Reading the New Testament after the Holocaust*. New York: Routledge, 2002.

Levine, Amy-Jill, *The Misunderstood Jew: The Church and the Scandal of the Jewish Jesus*. San Francisco: HarperOne (Reprint), 2007.

_____. *Short Stories by Jesus: The Enigmatic Parables of a Controversial Rabbi*. HarperOne (reprint edition), 2014.

Jackson, Bernard. *Essays on Halakhah in the New Testament (Jewish and Christian Perspectives)*. Leiden: Brill, 2007.

- Nanos, Mark D. *The Mystery of Romans: The Jewish Context of Paul's Letter*. Minneapolis: Fortress, 1996.
- _____. *The Irony of Galatians: Paul's Letter in First-Century Context*. Minneapolis: Fortress, 2002a.
- _____. *The Galatians Debate: Contemporary Issues in Rhetorical and Historical Interpretation*. Edited by Mark D. Nanos. Peabody: Hendrickson, 2002b.
- Richardson, Peter. "Pauline Inconsistency: 1 Corinthians 9:19-23 and Galatians 2:11-4." *New Testament Studies*, 26:3 (1980): 347-362. <http://resources.thegospelcoalition.org/library/pauline-inconsistencyreflections-on-1-corinthians-9-19-23-and-galatians-2-11-14>;
- Rudolph, David. "Jesus and the Food Laws: A Reassessment of Mark 7:19b." *EQ* 74:4 (2002): 291-311. Republished in *Kesher* 16, (2003): 95-119. The following link is the article published in *Kesher*. <http://static1.1.sqspcdn.com/static/f/888630/14499881/1317869468217/Rudolph+Yeshua+and+the+Dietary+Laws.pdf?token=ehaSVZnweAPKp%2FeVEk7vM8Z49sc%3D>
- _____. "Paul's 'Rule in All the Churches' (1 Cor. 7:17-24 and Torah-Defined Ecclesiological Variegation)." *Studies in Christian-Jewish Relations* 5:1 (2010): 1-24. [https://www.semanticscholar.org/paper/Paul%27s-%22Rule-in-All-the-Churches%22-\(1-Cor-7%3A17-24\)-Rudolph/825b427f0f1e4ff0bc134cd8386ae46583777670](https://www.semanticscholar.org/paper/Paul%27s-%22Rule-in-All-the-Churches%22-(1-Cor-7%3A17-24)-Rudolph/825b427f0f1e4ff0bc134cd8386ae46583777670);
- _____. *A Jew to the Jews: Jewish Contours of Pauline Flexibility in 1 Corinthians 9:19-23*. Tübingen: Mohr Siebeck, 2011.
- _____. "Paul and the Food Laws: A Reassessment of Romans 14:14, 20" pages 151-182 in *Paul the Jew: Rereading the Apostle as a Figure of Second Temple Judaism*. Fortress, 2016.
- Runesson, Anders. "Paul's Rule in All the *Ekklesia*?" pages 214-223 in *Introduction to Messianic Judaism: Its Ecclesial Context and Biblical Foundations*. David Rudolph and Joel Willits, eds. Grand Rapids: Zondervan, 2013. <http://jewishstudies.eteacherbiblical.com/wp-content/uploads/2013/06/PaulsRule.pdf>
- Saldarini, Anthony. "Interpretation of Luke-Acts and Implications for Jewish Christian Dialogue Today." *Word & World* (1992): 37-42. http://wordandworld.luthersem.edu/issues.aspx?article_id=1060 Tannehill, Robert C. *The Shape of Luke's Story: Essays on Luke-Acts*. Eugene: Cascade, 2005.
- Tomson, Peter J. *Paul and the Jewish Law: Halakha in the Letters of the Apostle to the Gentiles*. Minneapolis: Fortress, 1990.
- _____. *"If This Be from Heaven . . .": Jesus and the New Testament Authors in Their Relationship to Judaism*. Sheffield: Sheffield Academic Press, 2001.
- Wright, N.T. *The New Testament in its World: An Introduction to the History, Literature and Theology of the First Christians*. Grand Rapids: Zondervan Academic, 2019.
- Zetterholm, Magnus. "A Covenant for Gentiles? Covenantal Nomism and the Incident at Antioch." Pages 168-88 in *The Ancient Synagogue from Its Origins Until 200 C.E. Papers Presented at an international Conference at Lund University, October 14-17, 2001*. Edited by Birger Olsson & Magnus Zetterholm. Stockholm: Almqvist & Wiksell International, 2003a.

ASSIGNMENT INSTRUCTIONS AND DEADLINES

1. Completion of ALL **required readings** before responding to the corresponding discussion thread.
2. Listen to the weekly podcast(s) before answering or entering into the discussion threads for the week. Each week runs from Sunday through Thursday. Podcasts will be available on the Friday **before** the beginning of a new unit.
3. Regular and timely participation in the discussion threads posted on Populi.
 - a. The instructor will post at least two discussion questions by 12:00 am Eastern on Sunday of each week. To ensure proper participation, **you are required to post separate answers of**

at least 250-300 words to each discussion question weekly. Please keep your answers within the word count. This means that you need to process your answer and write what is most striking. You will can say more in your responses to other students.

- b. Your **first posts** are to be made **by Monday 11:59 pm EST** of each week and the second by **Tuesday 11:59pm EST**. If a third question is posted, then a third post will be made no later than **Wednesday 11:59 pm EST**. In addition, you are to respond to at **least three of your classmates' posts in each discussion thread weekly**. Stress is placed on "timely participation." Points will be deducted for a lack of timely participation, not only for your posts, but for your responses. The discussion threads close on Thursday evenings at 11:59 pm EST.
 - c. The "classroom" interaction via online discussion is the heart of the course. It is your opportunity to demonstrate that you have completed and understood the required readings. It is also your opportunity to demonstrate that you are learning from other students, formulating opinions, defending positions, and/or reconsidering your positions when evidence and reason call for it. You should use proper prose and pay attention to grammar and syntax.
 - d. As graduate students, you should engage in higher-level critical thinking and analysis. While some of the discussion questions will be substantive, others will call for analysis and application. In your analysis, be sure to reference authorities and/or sources. Use parenthetical references when citing articles read in class.
4. Three 800-word **Reflection papers** ($\pm 10\%$) are required in **weeks 2, 4, and 7**. An additional article is assigned for each reflection paper. The student is to reflect on the article, using the accompanying question designed to guide your reflections, and write about how it shapes your understanding of class-related material. These are personal and subjective papers, but they must still maintain a fairly academic tone and be thoroughly and cohesively organized. The grading rubric for reflection papers will be provided to the student during the third week of class. Each reflection paper is **due by 11:59 pm EST on Thursday** in the week the paper is assigned.
 5. A comprehensive **Final Exam**, covering all lectures, required reading, and class assignments from the beginning of the quarter will be made **available** on Populi at **12:00 am Friday, Feb. 18**. The exam is to be **completed and submitted on Populi by 11:59 pm EST Sunday, February 27**.

COURSE OUTLINE

Week & Date	Title of Lesson	Required Reading
Week 1 Jan. 14-18	Formation of the NT Luke 1-2 Gospels	<ul style="list-style-type: none"> • Miller, Chapters 6-10, pp. 47-116. • Hill, "Restoring the Kingdom to Israel in LukeActs," 185-200. • Tyson, "Lukan Infancy Narratives" 42-55. • McKnight, Chap. 3, 34-44, <i>The King Jesus Gospel</i>.
Week 2 Jan. 21-25	Reading the New Testament in Context Parables: The Good Samaritan Luke 10:25-37	<ul style="list-style-type: none"> • Fredriksen, "The Birth of Christianity and the Origins of Christian Anti-Judaism," 8-30. • Skarsaune, Chaps. 1-3, 23-84 (pdf) • Levine, <i>Short Stories of Jesus</i>, Introduction. • Reflection Paper 1: Levine, Short Stories by Jesus, Chap 2. "The Good Samaritan."
Week 3 Jan. 28-Feb. 1	Torah, Authority, and Traditions of the Elders Mark 7	<ul style="list-style-type: none"> • Klawans, "Moral and Ritual Purity," 266-284. • Thiessen, "Jesus and Dietary Laws", 187-195. • Collins, "Transformation of Torah in 2nd Temple Judaism," 455-474.

<p>Week 4 Feb. 4-8</p>	<p>Variety of Jewish Expression Acts 15:13-21; 21 History General Epistles: James</p>	<ul style="list-style-type: none"> • Bauckham, “James and Gentiles (Acts 15:13-21),” 154-184. • Nanos, “The Apostolic Decree and Obedience of Faith,” 166-218. • Reflection Paper 2: Ruzer, “The Epistle of James as a Witness to Broader Patterns of Exegetical Discourse 69-98
<p>Week 5 Feb. 11-15</p>	<p>Israel’s Covenantal Identity: Past and Future Pauline Epistles Rom. 11</p>	<ul style="list-style-type: none"> • Tucker, <i>Reading Romans after Supersessionism: The continuation of Jewish Covenantal Identity:</i> Chapter : • Israel’s Future Covenantal Identity • Nanos, “‘Broken Branches’: A Pauline Metaphor Gone Awry? (Romans 11:11-24)”
<p>Week 6 Feb. 18-22</p>	<p>Incarnate Presence of Yeshua Among the Jewish People Pauline Epistles 1 Cor. 8:5-6</p>	<ul style="list-style-type: none"> • Bauckham, <i>Jesus and the God of Israel:</i> 1-59; 209-218. • Kinzer, “Finding Our Way Through Nicaea: The Deity of Yeshua.”
<p>Week 7 Feb. 25-29</p>	<p>From Jewish Sect to Gentile Church Galatians 1-2</p>	<ul style="list-style-type: none"> • Bockmuehl, “Antioch and James the Just,” 155-192. • Zetterholm, “Purity and Anger: Gentiles and Idolatry in Antioch,” 2-20. • Reflection Paper 3: Eisenbaum, “Is Paul the Father of Misogyny and Antisemitism?” 506-524.
<p>Week 8 Mar. 3-7</p>	<p>Jewish/Christian Relations Inside and outside the Ecclesia Ephesians 2-3</p>	<ul style="list-style-type: none"> • Windsor, Chap. 4 “Christ’s Reconciliation of Israel and the Nations (Eph. 2)” and Chap. 5 “Christ’s Riches through Paul’s Ministry to the Nations • Rosner, “Messianic Jews and Jewish-Christian Dialogue,” 145-155.

LEARNING OBJECTIVES

After successful completion of this course, the student will be able to:

- Discuss the development of the New Testament canon;
- Explain the role of the Ecclesia of the circumcision and of the non-circumcision form the Body of Messiah and is a representation of the eschaton;
- Understanding the development of the Apostolic Writings in relation to the Tanakh and its function in the canonical narrative;
- Detail how study of the Apostolic Writings intersects with contemporary issues in the Messianic Jewish community and the Christian world;
- Demonstrate a familiarity with the diversity of Second Temple Judaism;
- Describe the earliest community of Yeshua-believing Jews in the Land of Israel and the Diaspora.

ASSESSMENTS

Grades will be awarded according to the following criteria:

Quality and quantity of Discussions	35%
Reflection Papers	30%

Final Exam	35%
Total	100%

Grading System

Letter grades and grade point equivalents

A	100-94	C+	79.9-78
A-	93.9-90	C	77.9-75
B+	89.9-87	C-	74.9-70
B	86.9-83	F Below	69.9 B- 82.9-80

SEMESTER WORK HOURS Direct

Contact 37 hours Out of Class

hours 77 hours

STANDARD MJTI ASSESSMENT RUBRICS

ASSESSMENT CRITERIA FOR ASYNCHRONOUS ONLINE DISCUSSION				
<i>Analytical Reflection</i>	<i>Evidence/Support</i>	<i>Interaction</i>	<i>Writing</i>	<i>Total</i>
30%	30%	30%	10%	100%
Demonstrates a serious attempt to grapple with the Unit material. Analysis is reasonable and gives opportunity for interaction. Asks relevant questions.	Supports discussion points with references to assigned readings, logical analysis, and examples. Gives citations (work, page number) for material quoted or paraphrased.	Interacts with the instructor and other students. Discusses agreement or disagreement with classmates' analytical reflections and provide explanation of logic; and/or respond to questions posed in classmates' analytical reflections, and when appropriate, reference assigned readings, logical analysis, and examples.	Writes in clear, concise, and grammatically acceptable terms.	
ASSESSMENT CRITERIA FOR ESSAYS				
	<i>A (exemplary)</i>	<i>B (adequate)</i>	<i>C (passing)</i>	<i>F (failed)</i>
<i>Quality of thought</i>	Fresh or even original	Mostly derivative or clichéd	Fully derivative; clichéd	No evident effort to understand
<i>Engagement with subject</i>	Deeply engaged	Modestly engaged	Superficially Engaged	Disengaged
<i>Organization</i>	Well organized	Somewhat choppy	Poor	Disorganized
<i>Mechanics of writing and documentation</i>	Nearly error-free	Some errors or sloppiness	Many errors and very sloppy	Filled with errors and sloppiness
<i>Argument & support</i>	Well-argued and documented	Reasonable clarity and support	Roughly argued and poorly documented	No clearly supported argument or support

MJTI COURSE POLICIES

1. **Preparation:** Each student is expected to be prepared for and to participate in the online class discussions.
2. **Dishonesty and plagiarism:** Any form of dishonesty (copying from another student's work or allowing your work to be copied) or plagiarism (passing off another's work as your own, not giving appropriate credit to another's ideas) will not be tolerated. Such misconduct will result in an automatic "F" grade for the class and a permanent notice placed in the student's academic record. If you are unsure whether an action is permissible or not, please check with the instructor.
3. **Incompletes:** Incompletes will only be granted when the instructor and Academic Dean agree that significant extenuating circumstances have prevented a student from finishing the coursework by the stipulated due date. Extenuating circumstances are major, unplanned, unanticipated, and unavoidable disruptions in one's life or work. To request an incomplete, fill out the form "Request for Grade Incomplete" on the MJTI Webpage (<http://www.mjti.org/forms>). The form will automatically be sent to the Registrar who will request permission from the Instructor and then the Academic Dean for final approval. If the Incomplete grade is granted, the completed coursework is due to the instructor within 8 weeks of the final assignment of that quarter. If the work is not completed within this time, the instructor, based on the amount and quality of the work that has been completed, determines whether a reduced grade or a grade of F is warranted. Further extensions of time, justified by extreme circumstances, are granted only by the Academic Dean.
4. **Leave of Absence/Withdrawal:** MJTI programs are designed to permit students to pursue their studies while managing the many responsibilities they have as adult professionals. MJTI will consider a leave of absence for a student who is experiencing hardships that make effective progress in her/his academic program unusually difficult. Students who, due to unforeseen and serious circumstances (including personal, family emergency, medical, and military service) are unable to take or complete a course during the academic year may submit a Request for a Leave of Absence status to the MJTI Registrar's office. Such status is granted at the sole discretion of the Academic Dean.

Students desiring to drop or withdraw from courses after registering may do so by submitting a Change of Course Status form to the Registrar. If the course is dropped before the quarter begins, the only financial penalty charged is a \$30.00 drop/withdrawal fee. If the change is requested after the quarter begins, the student will be refunded according to the refund policy stated on page 28 of the current catalog. Nonattendance does not constitute official withdrawal. A student who begins a course and does not officially withdraw will receive the grade earned for the entire course, which will usually be a failing grade. MJTI does not accept unofficial withdrawals from a class. A student who officially withdraws from a class will receive a W on their transcript.

5. **Extensions:** Extensions of the due date for the final assignments are not permitted. Students who do qualify for an Incomplete should submit as much work as possible by the due date so that the instructor has time to grade all work in time to meet the instructor's deadline for submitting grades to the MJTI office. At the instructor's discretion, work may be accepted later than the due date, with a deduction of grade for each late day.
6. **Late Assignments:** Each day or part of a day an assignment is late the grade is to be reduced by 10%. An instructor may adjust this policy to be lenient with a student when their situation warrants being handled with grace.
7. **Change of Student Status:** A student who has registered to take a course for credit may switch to the status of auditor up to, and including, the last day of the fourth week of class by submitting a Change of Status request form to the Registrar (<http://www.mjti.org/forms>). The tuition differential will only be refunded if the request form is received by the end of the fourth week of the course.
8. **Discussion privacy:** The course discussion is accessible only to those registered for the class through Populi. To ensure a positive forum for course interaction, students are asked to refrain from excerpting lessons or thread discussions from the course in any format. This will enable the cultivation of a safe and honest forum for dialogue.
9. **Instructors and Email:** Regardless of the course format, instructors shall be available during the course week for private contact from students via email. Instructors are required to respond within 24 hours of receipt (Sunday – Thursday) of student inquiries made via email. These guidelines apply both to email from students and to student questions asked of the instructor in asynchronous discussion.
10. **Questions:** If you have any questions regarding assignments, feel free to e-mail them to the instructor at richardsharvey@gmail.com