

## SOUTHERN CALIFORNIA SEMINARY

2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019-1108

### NS-203 SCIENTIFIC MODELS OF ORIGINS (BLENDED)

SPRING TRIMESTER 2017, MODULE 3

JAN 09 – FEB 20

MONDAYS 12:30 PM – 3:30PM & ONLINE

#### **PROFESSOR**

William A. Hoesch, M.S.

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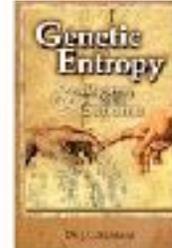
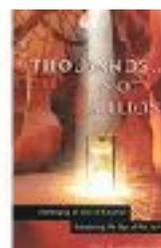
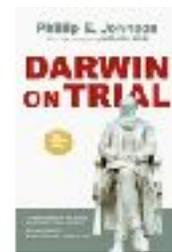
Phone or text: (619) 438-2999

#### **COURSE DESCRIPTION**

This course examines the scientific evidences related to origins from astronomy, physics, geology, chemistry, mathematics, and biology. Intelligent design and naturalistic evolution are critically analyzed. *3 units*

#### **REQUIRED TEXTBOOKS**

1. *The Holy Bible*. A translation based on formal equivalence, such as the New King James Version or the New American Standard Bible is recommended for study.
2. Kelley, Douglas. *Creation and Change: Genesis 1:1 – 2:4 in the Light of Changing Scientific Paradigms*. Mentor, 2000. ISBN: 1857922832. Retail Price: \$17.99, 272 pgs.
3. Johnson, Phillip E. *Darwin on Trial*. IVP Books, 2010. ISBN: 0830838318. Retail Price: \$17.00, 247 pgs.
4. DeYoung, Donald. *Thousands not Billions*. Master Books, 2005. ISBN: 0890514410. Retail Price: \$13.99, 190 pgs.
5. Sanford, J.C. *Genetic Entropy & The Mystery of the Genome*. FMS Publications, 2008. ISBN: 0981631606. Retail Price: \$16.95, 248 pgs.



**Please Note:** In order to get your books before class begins, it is your responsibility to order the texts at least one month prior to the start date or be willing to pay for expedited shipping.

***STUDENT LEARNING OUTCOMES***

The student who successfully completes this course will be able to...	BACHELOR'S PROGRAM GOALS*	SCS INSTITUTIONAL OBJECTIVES*
Compare and contrast the presuppositional differences between the different Scientific Models of Origins and be able to apply Biblical principles in developing his own presuppositions.	1, 2	1, 4
2. Demonstrate a cohesive and coherent understanding of the relationship between one's faith and one's Scientific Model of Origins, thus being able to communicate his faith through his science.	1, 2	1, 2, 4
3. Analyze the effects of a belief, whether it be in Creation, Intelligent Design, or Evolution, and its effect on the social sciences; how Biblical principles lived out will affect society.	2	1, 4
4. Research information relevant to the Origins issue and be able to understand each author's presupposition having learned to think critically utilizing scholarly methods.	1, 2	3, 4
5. Understand the importance of the Origins issue and be able to discuss the issue with intelligence, clarity, gentleness, and with respect towards others with the objective to win them to Christ (1Peter 3:15).	1, 2, 3, 4	1, 2, 4

\* The program objectives and institutional objectives are published in the current Academic Catalog.

***COURSE REQUIREMENTS***

1. Each weekly class session will require a type-written report based on your answers to the corresponding questions for each week's reading assignment. Turabian format is required and must be 2-3 pages in length.
2. A Discussion Board exercise will be assigned each week in which a concise initial post will be expected, followed by replies to two of your classmates' comments. The replies must be *substantive* (more will be expected than, "that's really cool") and more expansive than your initial post. Unless otherwise noted initial posts are due on Thursday night at midnight and your replies must be in by Sunday midnight, at which time the succeeding session will be opened.
3. Mid-term and Final Exams. To be administered through Blackboard.
4. Research paper. A research paper of 5-7 pages is due by midnight, Sunday Feb. 26th. Review the "suggested topics" posting on Blackboard and consult with your professor

before making a final selection of your topic. It is expected to address some aspect of the scientific models of origins and must be in Turabian format.

5. Practicum: A report of at least 4 typed pages that summarize survey-data that you collect from your local university campus regarding “Students views on origins.” Detailed instructions are posted on Blackboard. Turabian format is required.

**Please Note:** Your Name and Box Number must appear on all assignments handed in!

***SEQUENCE OF INSTRUCTION:***

The due date for each session’s assignment is indicated in the table below. For example, the assignments for Session 1 must be completed *before* the scheduled classroom meeting for that session (Jan 11).

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
1	Jan 09	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• The nature of scientific inquiry into origins</li> <li>• Physics and cosmology</li> </ul>	<p><input type="checkbox"/> <b>Complete the following Reading from your textbooks:</b></p> <ol style="list-style-type: none"> <li>1. <b>Kelly (1997)</b>, <i>Creation and Change</i>, Ch. 1 “Creation: Why it matters and how it is scientifically viable” (pp. 15-30).</li> <li>2. <b>Johnson (1993)</b>, <i>Darwin on Trial</i>, Ch. 1 “The Legal Setting” (pp. 3-14).</li> <li>3. <b>DeYoung (2006)</b>, <i>Thousands not Billions</i>, Preface, Introduction, &amp; Ch. 1 (pp. 13-30).</li> <li>4. <b>Sanford (2008)</b>, Forward and Prologue to: <i>Genetic Entropy &amp; the Mystery of the Genome</i> (pp. i-viii)</li> </ol> <p><input type="checkbox"/> <b>Complete the following Reading of PDF Articles accessed through Blackboard:</b></p> <ol style="list-style-type: none"> <li>5. <b>Pearcey &amp; Thaxton (1994)</b>, “An Invented Institution” (26 pgs.)</li> <li>6. <b>Arp (2004)</b>, “An open letter to the scientific community” (2 pgs.)</li> <li>7. <b>Bates (2003)</b>, “Exploding the Big Bang” (4 pgs.).</li> <li>8. <b>Bergman (2009a)</b>, on big bang intolerance (8 pgs.)</li> <li>9. <b>Asimov (1970)</b>, on thermodynamics (7 pgs.)</li> </ol> <p><b>Answer the following Questions which correspond to the assigned readings listed above.</b> Provide a paragraph for each answer. Full report must fill two full pages in Turabian format. Expand your answer as needed by summarizing the readings. Mastery of scientific subjects is not expected; evidence that you have interacted meaningfully with each reading <i>is</i> expected!</p> <ol style="list-style-type: none"> <li>1. Why <i>does</i> creation matter? Include in your answer a few of the reasons given in Chapter 1 of <b>Kelly (1997)</b>.</li> <li>2. Legal treatment of origins has <i>suffered</i> by assigning creation to the category of “religion” and evolution to “science,” according to Chapter 1 of <b>Johnson (1993)</b>. Explain.</li> <li>3. Use the <b>DeYoung (2006)</b> hourglass-picture to explain what is meant by “parent,” “daughter,” and “half-life” as these terms are used in geologic rock-dating.</li> <li>4. <b>Pearcey &amp; Thaxton (1994)</b> list several reasons</li> </ol>

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
2	Jan 16	<ul style="list-style-type: none"> <li>• Understanding age dating techniques</li> <li>• Scientific evidence for a young earth</li> <li>• Introduction to a Biblical model of earth history</li> </ul>	<p><input type="checkbox"/> <b>Complete the following textbook readings:</b></p> <ol style="list-style-type: none"> <li>1. <b>DeYoung (2006)</b>, <i>Thousands not Billions</i>, Ch. 2 (pp. 34, 35, &amp; 40 only), Ch. 3 (pp. 46-62), Ch. 4 (pp. 66-78), Ch. 5 (pp. 82-97), Ch. 7 (pp. 110-121), and Ch. 11 (p. 174-183)</li> </ol> <p><input type="checkbox"/> <b>Complete the following readings of PDF articles accessed through Blackboard:</b></p> <ol style="list-style-type: none"> <li>2. <b>Nevins (1973)</b>, “Evolution: the oceans say no!” (4 p)</li> <li>3. <b>Humphreys (1999)</b>, “Evidence for a young world” (6 pgs.)</li> </ol> <p><input type="checkbox"/> <b>Answer the following Questions which correspond to the assigned readings listed above. Provide a paragraph for each answer:</b></p> <ol style="list-style-type: none"> <li>1. From Chapter 2 of <b>DeYoung (2006)</b> list three other radioisotope dating methods <i>besides</i> carbon-14.</li> <li>2. Why, according to Chapter 3 of <b>DeYoung (2006)</b>, is it impossible for the Carbon-14 dating method to yield ages in the millions of years?</li> <li>3. What is one conceivable explanation for the excessive amounts of helium found in crustal rocks, according to Chapter 4 of <b>DeYoung (2006)</b>?</li> <li>4. According to Chapter 5 of <b>DeYoung (2006)</b>, how many alpha decays are required to form a single radiohalo?</li> <li>5. When multiple dating methods are applied to a single rock, in this case the Bass Rapids diabase, what was the spread in ages, according to Chapter 7 of <b>DeYoung (2006)</b>?</li> <li>6. From the concluding chapter 11 of <b>DeYoung (2006)</b>, how certain is the claim that the age of the earth has been <i>scientifically measured</i> at billions of years?</li> <li>7. According to <b>Nevins (1973)</b>, at the rate rivers are delivering sediment to the oceans today, how thick should the sediment layer be on the seafloor assuming the ocean basins are 1 billion years old?</li> <li>8. Pick two of the evidences given by <b>Humphreys (1999)</b> and restate them in your own words.</li> </ol> <p><input type="checkbox"/> <b>Post on Discussion Board a brief response to each of</b></p>

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
3	Jan 23	<ul style="list-style-type: none"> <li>• Understanding the Genesis Flood as an earth changing event</li> <li>• The fossil record</li> <li>• A catastrophic model of plate tectonics</li> <li>• Geologic evidence for rapid formation of strata</li> </ul>	<p><input type="checkbox"/> <b>Complete the following Reading from your textbooks:</b></p> <ol style="list-style-type: none"> <li>1. <b>Kelly (1997)</b> Chapter 2 (pp. 41-48) and Chapter 3 (pp. 57-74)</li> <li>2. <b>Johnson (1993)</b> Chapter 4 (pp. 45-62)</li> </ol> <p><input type="checkbox"/> <b>Complete the following Reading of PDF Articles accessed through Blackboard:</b></p> <ol style="list-style-type: none"> <li>3. <b>Morris (1991)</b> Chapter 13 from <i>The Beginning of the World :”The World to Come”</i> (6 pgs.)</li> <li>4. <b>Snelling (2009)</b> “Evidences for the Genesis Flood” (25 pgs.)</li> <li>5. <b>Batten et al. (2007)</b> Chapter 11 from <i>The Creation Answers Book: “What about continental drift?”</i> (9 pgs.)</li> <li>6. <b>Burr (1997)</b> “The Geophysics of God” (5 p.)</li> <li>7. <b>Roth (2003)</b> “Genesis and the geologic column” (6 pgs.)</li> <li>8. <b>Hoesch (2010d)</b> “the mudstone revolution” (1 p.)</li> <li>9. <b>Ross (2009)</b> “Those not-so-dry bones: Soft tissue in a <i>T. Rex</i> fossil?” (2 pgs.)</li> </ol> <p><input type="checkbox"/> <b>Answer the following Questions which correspond to the assigned readings listed above. Providing a paragraph for each answer:</b></p> <ol style="list-style-type: none"> <li>1. According to Chapter 2 of <b>Kelly (1997)</b>, to what degree do New Testament writers agree that chapters 1-11 of Genesis constitutes historical narrative and not poetry?</li> <li>2. According to Chapter 3 of <b>Kelly (1997)</b> to what degree did God rely on natural processes when He performed His mighty acts of creation?</li> <li>3. Public displays in natural history museums usually portray the fossil support for evolution as “watertight.” Give an example from <b>Johnson (1994)</b> Chapter 4 where this is definitely not the case.</li> <li>4. Describe the three-part view of earth and cosmic history that <b>Morris (1977)</b> gives for the period from creation (the beginning) to consummation (end of the world).</li> </ol>

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
4	Jan 30	<ul style="list-style-type: none"> <li>• Mid-term exam</li> <li>• Origin of life</li> <li>• Origin of information</li> <li>• Origin of death</li> </ul>	<p><input type="checkbox"/> <b>Complete the following Reading from your textbooks:</b></p> <ol style="list-style-type: none"> <li>1. <b>Kelly (1997)</b> Ch. 4 (pp. 75-89) and Ch. 5 (pp. 93-98)</li> <li>2. <b>Johnson (1993)</b> Chs. 6-8 (pp. 73-110)</li> <li>3. <b>Sanford (2008)</b> Ch. 1 (pp. 1-13)</li> </ol> <p><input type="checkbox"/> <b>Complete the following Reading of PDF Articles accessed through Blackboard:</b></p> <ol style="list-style-type: none"> <li>4. <b>Anonymous (2010)</b> “Wistar Destroys Evolution” (7 pgs.)</li> <li>5. <b>Gitt (2009)</b> “Scientific laws of information and their implications” (7 pgs.)</li> <li>6. <b>Stambaugh (1991)</b> ”Death before sin?” (3 pgs.)</li> <li>7. <b>Stambaugh (1996)</b> “Creation and the curse” (3 pgs.)</li> </ol> <p><input type="checkbox"/> <b>Answer the following Questions which correspond to the assigned readings listed above. Providing a paragraph for each answer:</b></p> <ol style="list-style-type: none"> <li>1. According to Chapter 4 of <b>Kelly (1997)</b>, how is it possible that God created the earth and light on Day One but didn’t create the sun until Day Four?</li> <li>2. According to Chapter 5 of <b>Kelly (1997)</b> what is “the gap theory” and why is it biblically unworkable?</li> <li>3. According to sources cited in <b>Johnson (1993)</b> Chapter 6, the fossil remains of the “australopithecines” represent what kind of creature?</li> <li>4. According to Chapter 7 of <b>Johnson (1993)</b> why are molecular similarities among living creatures not proof that all are descended from one another?</li> <li>5. Why is the Miller-Urey experiment largely irrelevant to the origin of life, according to <b>Johnson (1993)</b>?</li> <li>6. <b>Sanford (2008)</b>, Chapter 1, uses the term “the primary axiom” to refer to what?</li> <li>7. The 1960s saw a feud between top mathematicians and Darwinian biologists, as described in <b>Anonymous (2010)</b>. How was the conflict resolved?</li> <li>8. If <b>Gitt (2009)</b> is correct that information demands an intelligent source, then what are the implications for</li> </ol>

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
5	Feb 6	<ul style="list-style-type: none"> <li>• Genetic mutation</li> <li>• Natural selection</li> <li>• Intelligent design in biology</li> </ul>	<p><input type="checkbox"/> <b>Complete the following Reading from your textbooks:</b></p> <ol style="list-style-type: none"> <li>1. <b>Johnson (1993)</b> Chs. 2-3 (pp. 15-44)</li> <li>2. <b>Sanford (2008)</b> Ch. 2-5 (pp. 15-87)</li> </ol> <p><input type="checkbox"/> <b>Complete the following Reading of PDF Articles accessed through Blackboard:</b></p> <ol style="list-style-type: none"> <li>3. <b>Sarfati (2008)</b> “Germ’s miniature motor has a clutch” (3 pgs.)</li> </ol> <p><input type="checkbox"/> <b>Answer the following Questions which correspond to the assigned readings listed above. Providing a paragraph for each answer:</b></p> <ol style="list-style-type: none"> <li>1. According to Chapter 2 of <b>Johnson (1993)</b>, assess the <i>creative ability</i> of natural selection?</li> <li>2. Name a logical problem with evolving an eye by the gradual accumulation of very slight mutations over the course of countless generations, according to <b>Johnson (1993)</b> Chapter 3?</li> <li>3. According to geneticist <b>Sanford (2008)</b> Chapter 2, what is meant by the “no selection zone”?</li> <li>4. What is the current estimate on the number of mutations accumulated per person, per generation, according to <b>Sanford (2008)</b> Chapter 3? Why should this be regarded as alarming?</li> <li>5. According to <b>Sanford (2008)</b> Chapter 4, how well is natural selection keeping pace with deterioration due to mutations in the human population?</li> <li>6. How problematic is it for evolution that mutation acts at the level of the gene and natural selection at the level of the organism, according to <b>Sanford (2008)</b> Chapter 5?</li> <li>7. What features of the bacterial flagellum resemble a human-engineered motor, according to <b>Sarfati (2008)</b>?</li> </ol> <p><input type="checkbox"/> <b>Post on Discussion Board a brief response to each of the following questions (one or two sentences each) and give an intelligent response to posts from two different classmates. Initial posts due Thursday midnight, responses due by Sunday midnight.</b></p> <ol style="list-style-type: none"> <li>1. Biblically speaking, what do you think is the origin of natural selection? Of mutations?</li> </ol>

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
6	Feb 13	<ul style="list-style-type: none"> <li>• Scientific models of the post-flood world</li> <li>• Ice age</li> <li>• Dispersion of peoples</li> <li>• Origin of the races</li> <li>• Origin of languages</li> <li>• Ancient history</li> </ul>	<p><input type="checkbox"/> <b>Complete the following Reading from your textbooks:</b></p> <ol style="list-style-type: none"> <li>1. <b>Sanford (2008)</b> Chs. 6-9 (p. 89-121), Ch. 10 (pp. 145-155) and the “Postlude” (pp. 157-159)</li> </ol> <p><input type="checkbox"/> <b>Complete the following Reading of PDF Articles accessed through Blackboard:</b></p> <ol style="list-style-type: none"> <li>2. <b>Vardiman (1994)</b> “Out of whose womb came the ice?” (3 pgs.)</li> <li>3. <b>Vardiman (2008)</b> “A dark and stormy world” (4 p.)</li> <li>4. <b>Tyson (2005)</b> “Megafloods of the ice age” (8 pgs.)</li> <li>5. <b>Austin (1998)</b> “The declining power of post-flood volcanoes” (3 pgs.)</li> <li>6. <b>Mendez (2000)</b> “The longevity of the patriarchs” (3 pgs.)</li> <li>7. <b>Hoesch (2012)</b> powerpoint notes for “After the Flood” (4 pgs.)</li> <li>8. <b>Bergman (2009b)</b> “The ape-to-human progression: the most common evolution icon is a fraud” (5 pgs.)</li> <li>9. <b>DeWitt (2005)</b> “Chimp genome sequence very different from man” (3 pgs.)</li> <li>10. <b>Aeschliman (2005)</b> “Murderous science” (2 pgs.)</li> <li>11. <b>You-tube (2010)</b> “Forbidden history: Dinosaurs and the Bible” (10 minutes): Go to: <a href="http://www.youtube.com/watch?v=w_uWw0k640Y">http://www.youtube.com/watch?v=w_uWw0k640Y</a></li> </ol> <p><input type="checkbox"/> <b>Answer the following Questions which correspond to the assigned readings listed above. Providing a paragraph for each answer:</b></p> <ol style="list-style-type: none"> <li>1. If natural selection can only give a “thumbs up” or “thumbs down” for the organism, how can it possibly select for individual genes, according to <b>Sanford (2008)</b> Chapter 6?</li> <li>2. If the <i>net loss</i> of genomic information with each generation is as clear as <b>Sanford (2008)</b> in Chapter 7 says it is, then how could the information have arisen in the first place?</li> <li>3. According to <b>Sanford (2008)</b> Chapter 8, what hope does eugenics offer in saving man from certain extinction?</li> <li>4. What exactly is driving man to extinction, according to</li> </ol>

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
7	Feb 20	<ul style="list-style-type: none"> <li>• Distinguishing science from non-science</li> <li>• A working young-earth creation model of earth history</li> <li>• Summary</li> <li>• Final Exam</li> <li>• All assignments due</li> </ul>	<p><input type="checkbox"/> <b>Complete the following Reading from your textbooks:</b></p> <ol style="list-style-type: none"> <li>1. <b>Johnson (1993)</b> Chs. 10-12 (pp. 123-154)</li> <li>2. <b>Kelly (1997)</b> Ch. 6 (pp. 107-134), Ch. 7 (pp. 151-153), Ch. 10 (pp. 201-212) and Ch. 11 (pp. 215-234)</li> </ol> <p><input type="checkbox"/> <b>Answer the following Questions which correspond to the assigned readings listed above. Providing a paragraph for each answer:</b></p> <ol style="list-style-type: none"> <li>1. From Chapter 10 of <b>Johnson (1993)</b> name one way that Darwinism functions as a religion/worldview.</li> <li>2. To what extent are students encouraged to critically evaluate scientific models of origins in California's public schools, according to Chapter 11 of <b>Johnson (1993)</b>?</li> <li>3. According to Chapter 12 of <b>Johnson (1993)</b> the protected status given to Darwinism can only squash true scientific inquiry. What is his main reason for saying this?</li> <li>4. According to <b>Kelly (1997)</b> a model of origins built upon the claim that the days of the Creation Week were non-literal is a false model. Give a Scriptural argument in favor of this.</li> <li>5. Explain the claim that distant starlight makes it <i>scientifically necessary</i> to embrace a universe of billions of years in age, according to the brief reading from Chapter 7 of <b>Kelly (1997)</b>?</li> <li>6. According to Chapter 10 of <b>Kelly (1997)</b> why is it unworkable to suggest that God really created the sun on Day One but that it wasn't visible on earth until Day Four?</li> <li>7. Chapter 11 of <b>Kelly (1997)</b> identifies the "dominion mandate" as a part of man being made in God's image. Why do you suppose this is so unpopular in today's culture?</li> </ol> <p><input type="checkbox"/> <b>Submit 5-7 page Research Paper as described above</b></p> <p><input type="checkbox"/> <b>Post on Discussion Board a brief response to each of the following questions (one or two sentences each) and give an intelligent response to posts from two different classmates. Initial posts due Thursday</b></p>

**STUDENT EVALUATION**

• Reading Assignments (50 pts./session x 7)	= 350 pts.	35%
• Discussion Board (40 pts./session x 7)	= 280 pts.	28%
• Mid Term Examination	= 100 pts.	10%
• Final Exam	= 100 pts.	10%
• Research Paper	= 100 pts.	10%
• Practicum	= 70 pts.	7%
<u>Total</u>	<u>= 1,000 pts.</u>	<u>100%</u>

**GRADE SCALE**

The final course grades are not given out until three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Grade	Percent
A	= 95–100%	C	= 77–79%
A-	= 92–94%	C-	= 74–76%
B+	= 89–91%	D+	= 72–73%
B	= 86–88%	D	= 70–71%
B-	= 83–85%	D-	= 68–69%
C+	= 80–82%	F	= Below 68%

**ATTENDANCE POLICY**

For the Modular Courses (21 lecture hours/ 7 weeks), more than 10 minutes missing from class is considered a Tardy, and more than 20 minutes missing from class is counted as an Absence. Two tardies = one absence. Two absences results in being dropped from the course. You are permitted one absence for a 7-week course but will be required to complete a special assignment to make-up for the hours of classroom instruction missed. This assignment includes watching a 2-hour video and writing a 3-page Summary/Response paper to be submitted no later than a week following the last day of class. **If this assignment is not received on time the absence will be recorded as unexcused and will result in the lowering of the student's final grade for the course by one full letter grade.** Students may not make-up an absence in this way for the first class session inasmuch as an absence from the first class will result in the student being administratively dropped from the course.

### *LATE COURSE WORK POLICY*

Except for extreme circumstances all late work will be graded down 4% for every day overdue.

### *ACADEMIC INTEGRITY*

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

#### Offenses Against Academic Integrity

Cheating. Cheating is never tolerated at SCS.

Plagiarism. Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

Multiple Submissions. This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

### *LIBRARY*

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.